SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

EDGEWOOD HIGH SCHOOL

1301 Trojan Way

West Covina, CA 92831

West Covina Unified School District

February 23, 24, & 25, 2015

Visiting Committee Members

Mr. John Bellows, Chair
Assistant Principal, Retired

Ms. Kim Brock
Principal, High Desert Premier Academy

Mr. Michael Maceranka
Social Studies Chairperson, Segerstrom High School

Ms. Alissa Marshall
Literacy Coach, Palm Desert High School

Mr. Sean Roberson
Assistant Principal, Canyon Springs High School
Chapter I: Student/Community Profile

General Background and History:
Edgewood High School (EHS) belongs to the West Covina Unified School District which serves approximately 10,000 students. Edgewood Middle School, Walnut Grove Intermediate School, Hollencrest Middle School, and San Jose Charter Academy serve as the feeder schools for EHS. In addition, 30% of the EHS population is composed of transfer students from outside the district.

Edgewood High School re-opened at the beginning of the 2010-11 school year and currently services students in grades 9th through 12th. 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 critical thinking and problem solving skills. As an IB World School, the EHS community strives to foster an atmosphere that celebrates cultural diversity, focuses on understanding global issues, and values the importance of multiple cultural perspectives.

Students at EHS are provided a myriad of personal, social, and leadership development opportunities through participation in a solid slate of classes, clubs and activities such as ASB, yearbook, band, choir, class councils, clubs, dances, study trips, international travel opportunities, performance groups, service groups, Academic Decathlon, and CIF. EHS students have also had the opportunity to partner with a sister school in China that is of a similar grade level configuration and socioeconomic enrollment.

Edgewood High School is located in the suburb of West Covina. The city of West Covina is located in Los Angeles County and is approximately 15 miles east of the city of Los Angeles and was incorporated in 1923.

The residents of West Covina have a lower socioeconomic status when compared to that at the county, state, and national levels as reflected in the per capita income levels. The average family income is approximately $79,000 per year. However, the percentage of the population living below the poverty line (13.7%) is less than that of the county, state, and national levels. Citizens of West Covina are proud of their community’s ethnic diversity. The city of West Covina is comprised of 55.51% Hispanic, 42.12% White, 26.09% Asian/Pacific Islander, and 3.92% African-American residents.

In 1988, West Covina High School and Edgewood High School merged bringing all students to the West Covina High School campus. From 1988 until 2010, the Edgewood campus operated as a middle school serving 6th through 8th grade. In the fall of 2010, Edgewood High School reopened on the northeast side of the Edgewood Middle School campus serving 9th graders only. Each subsequent year, another grade was added.

EHS currently serves approximately 820 9th through 12th graders. There are approximately 220 9th graders, 260 10th graders, 160 11th graders and 180 12th graders enrolled into Edgewood High School and approximately 600 6th through 8th grade students enrolled into Edgewood Middle School.
Edgewood High School is a smaller learning community that fosters the development of student-to-student as well as student-to-staff relationships as documented in Chapter 4. EHS students undertake a rigorous college preparatory course of study with a significant focus on 21st Century skills. There is integration of technology and current media throughout all aspects of the curriculum and all students have access to laptop computers with Wi-Fi Internet access to enhance their educational experience.

**Parent/Community Organizations:**
Edgewood High School utilizes an array of strategies to encourage parent and community involvement with the teaching and learning process. The school’s website is continually updated to convey news and information related to upcoming events, programs, athletics, and is a medium to communicate with the community. Parents can also find a staff directory to communicate via e-mail with teachers. The Parent ABI student information system grants parents access to data including: current grades, attendance records, class schedules, and class assignments in real time. Additionally, the digital marquee is an invaluable resource and medium to communicate school information to students, parents, and community members. EHS encourages parental involvement through various events, meetings, and forums such as Freshmen Orientation, Back to School Night, Parent Conference Night, Open House, PTSA, School Site Council, College Information Nights, Financial Aid Workshops, IB Informational Night, and annual AB-1802 meetings with the counselors. Parents and community members are encouraged to take part in athletic and choral booster clubs and other school organizations and activities that are specific to their student’s involvement.

**WASC Accreditation History:**
In the spring of 2012, EHS received a 3 year Accreditation that authorized 9th and 10th grades. In the fall of 2013, EHS submitted the substantive change seeking to authorize 11th and 12th grades. Those two grades were approved in the spring of 2014.

**School Purpose:**
EHS has established a clear vision of what students should know and perform based upon high quality standards congruent with research, best practices, student/community data, and a belief that all students can learn. The EHS Vision and Mission Statement and SLOs are as follows:

**Mission Statement:**
Edgewood High School graduates will be prepared to take their places as productive and invested members of the larger world community with a commitment to service beyond self.

**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.
School-wide Learner Outcomes:

L – Life-long learning: Life-long learners build on knowledge and creativity through reflection, critical thinking and decision-making.

I – International-mindedness: Internationally-minded individuals value and respect cultural diversity and demonstrate an ability to explain and interpret global issues and varying cultural perspectives.

O – Organized: Organized individuals achieve a balanced life through time management and goal-setting in order to plan for a successful future.

N – Natural curiosity: Naturally curious learners acquire skills necessary to sustain an active love of learning.

Edgewood Lions have
P – Poise
R – Respect
I – Integrity
D – Diligence
E – Enthusiasm

The development of the Vision and Mission statement and SLOs involved representatives of the entire school community (teachers, staff, parents, and students). The Vision and Mission statements were developed collaboratively over the course of several faculty, content team, staff, PTSA, ASB, and School Site Council meetings during the inaugural year. We were guided by the philosophy that all students can achieve and that all stakeholders will work to ensure that achievement. Additionally, we considered our status as an International Baccalaureate World School in constructing our statement, adhering to the IB Learner Profile.

The School-wide Learning Outcomes stress academic achievement and are correlated with the state academic standards and Common Core State Standards. They are aligned with the WCUSD Mission Statement and the Board of Education and district administration support them. The Vision and Mission Statements and SLOs are accessible on the school website, and are posted in every classroom and several common areas on campus (front office, media center, etc.).
<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment by Grade Level</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9th</td>
<td>10th</td>
<td>11th</td>
<td>12th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>269</td>
<td>33%</td>
<td>183</td>
<td>22%</td>
<td>202</td>
<td>24%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>201</td>
<td>35%</td>
<td>200</td>
<td>35%</td>
<td>176</td>
<td>30%</td>
</tr>
<tr>
<td>2011-2012</td>
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<td>50%</td>
<td>202</td>
<td>50%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>199</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
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</tr>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment by Gender</th>
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<th>Female</th>
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<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
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<td>406</td>
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<td>281</td>
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<td>203</td>
<td>50%</td>
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<tr>
<td>2010-2011</td>
<td>99</td>
<td>50%</td>
<td>100</td>
<td>50%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment by Ethnicity</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Filipino</th>
<th>African American</th>
<th>White</th>
<th>Other</th>
<th>Enrolled</th>
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<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>6</td>
<td>72.9</td>
<td>1</td>
<td>&lt;0.1</td>
<td>7</td>
<td>9.4</td>
<td>1</td>
<td>&lt;0.1</td>
<td>5</td>
<td>7.0</td>
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<tr>
<td></td>
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<td>%</td>
<td>2</td>
<td>%</td>
<td>2</td>
<td>%</td>
<td>2</td>
<td>%</td>
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<tr>
<td>2012-2013</td>
<td>4</td>
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<td>1</td>
<td>0.2</td>
<td>5</td>
<td>9.4</td>
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<td>6.4</td>
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<td>1</td>
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<td>9.1</td>
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<td>0.2</td>
<td>2</td>
<td>6.4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>%</td>
<td>5</td>
<td>%</td>
<td>5</td>
<td>%</td>
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<td>%</td>
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<td>2010-2011</td>
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<td>1</td>
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<td>13.6</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6.0</td>
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<tr>
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<td>5</td>
<td>%</td>
<td>5</td>
<td>%</td>
<td>5</td>
<td>%</td>
<td>5</td>
<td>%</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment by Programs</th>
<th>IB</th>
<th>Honors</th>
<th>GATE</th>
<th>Enrolled</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
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<tr>
<td>2013-2014</td>
<td>117</td>
<td>14%</td>
<td>332</td>
<td>40%</td>
<td>158</td>
</tr>
<tr>
<td>2012-2013</td>
<td>NA</td>
<td>NA</td>
<td>243</td>
<td>42%</td>
<td>118</td>
</tr>
<tr>
<td>2011-2012</td>
<td>NA</td>
<td>NA</td>
<td>167</td>
<td>41%</td>
<td>92</td>
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<tr>
<td>2010-2011</td>
<td>NA</td>
<td>NA</td>
<td>91</td>
<td>46%</td>
<td>35</td>
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### Enrollment by Special Needs

<table>
<thead>
<tr>
<th>Year</th>
<th>Spec. Ed.</th>
<th>504</th>
<th>Enrolled</th>
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<td>%</td>
<td>#</td>
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<tr>
<td>2013-2014</td>
<td>22</td>
<td>2.7%</td>
<td>9</td>
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<tr>
<td>2012-2013</td>
<td>14</td>
<td>2.4%</td>
<td>8</td>
</tr>
<tr>
<td>2011-2012</td>
<td>9</td>
<td>2.2%</td>
<td>9</td>
</tr>
<tr>
<td>2010-2011</td>
<td>3</td>
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### Enrollment by IB Course

<table>
<thead>
<tr>
<th>Course</th>
<th># Females</th>
<th># Males</th>
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<tbody>
<tr>
<td>Language A (English)</td>
<td>29</td>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>Language B (Spanish)</td>
<td>15</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>Math Studies</td>
<td>14</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Math Higher Level</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Biology</td>
<td>35</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>History</td>
<td>31</td>
<td>31</td>
<td>62</td>
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</tbody>
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### Language Proficiency Data

<table>
<thead>
<tr>
<th>Year</th>
<th>EL</th>
<th>FEP</th>
<th>RFEP</th>
<th>Enrolled</th>
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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>21</td>
<td>2.5%</td>
<td>240</td>
<td>29.1%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>19</td>
<td>3.3%</td>
<td>167</td>
<td>28.9%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>19</td>
<td>4.7%</td>
<td>117</td>
<td>28.7%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>8</td>
<td>4.0%</td>
<td>60</td>
<td>30.2%</td>
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### Average Daily Attendance (ADA):

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>2013-2014</td>
<td>96.67%</td>
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<tr>
<td>2012-2013</td>
<td>96.65%</td>
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Discipline Data:

<table>
<thead>
<tr>
<th>Year</th>
<th>Suspensions &amp; Expulsions</th>
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<tbody>
<tr>
<td></td>
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<td>#</td>
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<tr>
<td>2012-2013</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
<td>48</td>
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</table>

Student Performance:

API:

Academic Performance Index (API) School Report

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Tested</th>
<th>API Score</th>
<th>API Base</th>
<th>API Target</th>
<th>API Growth</th>
<th>Met Target</th>
<th>Statewide Rank</th>
<th>Similar Schools Rank</th>
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</thead>
<tbody>
<tr>
<td>2011</td>
<td>193</td>
<td>789</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>395</td>
<td>829</td>
<td>790</td>
<td>5</td>
<td>39</td>
<td>Yes</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>2013</td>
<td>563</td>
<td>819</td>
<td>832</td>
<td>A</td>
<td>-13</td>
<td>Yes</td>
<td>9</td>
<td>6</td>
</tr>
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</table>

AYP:

Adequate Yearly Progress (AYP) School Report

<table>
<thead>
<tr>
<th>Year</th>
<th>Made Overall AYP</th>
<th>Met ELA Participation</th>
<th>Met Math Participation</th>
<th>ELA % Proficient</th>
<th>Math % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>66.1% (No)</td>
<td>44.1% (No)</td>
</tr>
<tr>
<td>2012</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>70.3% (No)</td>
<td>73.6% (No)</td>
</tr>
<tr>
<td>2013</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>74.9% (Yes)</td>
<td>77.5% (Yes)</td>
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CST:

English Language Arts

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Performance Data by Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% At or Above Proficient</td>
</tr>
<tr>
<td>9th</td>
<td>66%</td>
</tr>
<tr>
<td>10th</td>
<td>59%</td>
</tr>
<tr>
<td>11th</td>
<td></td>
</tr>
</tbody>
</table>

Math
## Performance Data by Grade Level – General Math

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% At or Above Proficient</th>
<th>% Basic</th>
<th>% Below Basic</th>
<th>% Far Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>21% 21% 38% 21% 38% 38%</td>
<td>4% 21%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data for years 2010-2013.*
### Performance Data by Grade Level – Algebra I

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% At or Above Proficient</th>
<th>% Basic</th>
<th>% Below Basic</th>
<th>% Far Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>25% 23% 34%</td>
<td>32% 40% 26%</td>
<td>28% 25% 31%</td>
<td>16% 12% 10%</td>
</tr>
<tr>
<td>10th</td>
<td>20% 19% 32%</td>
<td>35% 37% 33%</td>
<td>12% 13%</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>6%</td>
<td>19% 59%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Performance Data by Grade Level – Geometry

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% At or Above Proficient</th>
<th>% Basic</th>
<th>% Below Basic</th>
<th>% Far Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>54% 46% 37%</td>
<td>27% 25% 34%</td>
<td>17% 26% 25%</td>
<td>2% 4% 3%</td>
</tr>
<tr>
<td>10th</td>
<td>7% 4%</td>
<td>26% 43%</td>
<td>52% 43%</td>
<td>15% 10%</td>
</tr>
<tr>
<td>11th</td>
<td>6%</td>
<td>19% 59%</td>
<td></td>
<td>16%</td>
</tr>
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</table>

### Performance Data by Grade Level – Algebra II

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% At or Above Proficient</th>
<th>% Basic</th>
<th>% Below Basic</th>
<th>% Far Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>100%</td>
<td>0% 17%</td>
<td>16%</td>
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</tr>
<tr>
<td>10th</td>
<td>43% 34%</td>
<td>37% 41%</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>11th</td>
<td>14%</td>
<td>25% 32%</td>
<td>29%</td>
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</tr>
</tbody>
</table>

### Performance Data by Grade Level – Summative Math

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% At or Above Proficient</th>
<th>% Basic</th>
<th>% Below Basic</th>
<th>% Far Below Basic</th>
</tr>
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<tbody>
<tr>
<td>10th</td>
<td>100%</td>
<td>0% 26%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>51%</td>
<td>30% 20%</td>
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### History-Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>% At or Above Proficient</th>
<th>% Basic</th>
<th>% Below Basic</th>
<th>% Far Below Basic</th>
</tr>
</thead>
</table>
### World History
- 61% 54% 58% 20% 27% 28% 7% 5% 6% 12% 14% 8%
- US History:
  - 65% 23% 8% 4%

### Science

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<tbody>
<tr>
<td></td>
<td>% At or Above Proficient</td>
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<td>65%</td>
<td>21%</td>
<td>26%</td>
<td>11%</td>
<td>7%</td>
<td>11%</td>
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<td>58%</td>
<td>46%</td>
<td>33%</td>
<td>26%</td>
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<td>52%</td>
<td>27%</td>
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<td>19%</td>
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<tr>
<td>Earth Sci.</td>
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### CAHSEE:

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<th>English NP *</th>
<th>Math Passed</th>
<th>Math Passed %</th>
<th>Math NP</th>
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<td>100%</td>
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<tr>
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<td>97.4%</td>
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* NP = Not Passed

### CELDT:

#### 2014 CELDT Assessment Results

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<th>Gr 10</th>
<th>Gr 11</th>
<th>Gr 12</th>
<th>Total</th>
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<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
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<tr>
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#### 2013 CELDT Assessment Results

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<th>Gr 10</th>
<th>Gr 11</th>
<th>Gr 12</th>
<th>Total</th>
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<td></td>
<td>#</td>
<td>%</td>
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Chapter II: Progress Report

Edgewood High School reopened as a high school in 2010 after being closed since 1988. In order to open a new school, the staff got a committee of potential students and parents to come up with the school’s mission, vision, and School-wide Learning Outcomes.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Members</th>
</tr>
</thead>
</table>
| 2009 | Plan reopening of high school and develop:  
- School Mission  
- School Vision  
- School-wide Learning Outcomes | District office administration  
School principal  
Staff  
Prospective Parents  
Prospective Students |
| 2010 | Open school with 9th graders | District office administration  
School Staff  
Prospective Parents  
Prospective Students |
| 2011 | Initial WASC visit to accredit 9th & 10th grades | School Staff  
Prospective Parents  
Prospective Students |
| 2013 | Substantive change visit to accredit 11th & 12th grades | School Staff  
Prospective Parents  
Prospective Students |

Chapter III: Self-Study Process

WASC Focus Leads:

In the fall of 2013, the focus leads began to meet together to begin the process of gathering information from their team members and facilitating discussions around the self-study. The administrators also provided regular release time for them to bring the information together and
work on their different sections based on the input from the departments and the focus groups.

**WASC Focus Groups**

Starting in the fall of 2013, the focus groups were re-established to ensure that each staff member was part of a WASC group. Each group consisted of members from all departments. WASC home groups met monthly in the spring of 2014 to provide input for the self-study report.

The development of the Vision and Mission statements and SLOs involved representatives of the entire school community (teachers, staff, parents, and students) in a collaborative effort over the course of several faculty, content team, staff, PTSA, ASB, and School Site Council meetings during the inaugural year. The philosophy that guided them is a belief that all students can achieve and that all stakeholders will work to ensure that achievement. Additionally, they considered their status as an International Baccalaureate World School in constructing these statements, adhering to the *IB Learner Profile*.

The School-wide Learning Outcomes stress academic achievement and are correlated with the state academic standards and upcoming Common Core State Standards. They are aligned with the WCUSD Mission Statement and are supported by the Board of Education and central administration. The Vision and Mission Statements and SLOs are accessible on the school website, and are posted in every classroom and several common areas on campus (front office, media center, etc.).

**Chapter IV: Quality of the School’s Program**

**CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

**A1. Organization:** *To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels? To what extent is the school’s purpose supported by the governing board and the central administration and further by school-wide learner outcomes and the academic standards?*

**Vision – Mission – School-wide Learner Outcomes – Profile:** *The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.*

Edgewood High School does have a clearly stated vision (“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.”) and mission (“Edgewood High School graduates will be prepared to take their places as productive and
invested members of the larger world community with a commitment to service beyond self.”). These statements are posted in all classrooms on campus.

The School-wide Learner Outcomes are also present in all classrooms. The school also ends morning announcements with LION PRIDE, an acrostic:

**L** – **Life-long learning**: Life-long learners build on knowledge and creativity through reflection, critical thinking and decision-making.

**I** – **International-mindedness**: Internationally-minded individuals value and respect cultural diversity and demonstrate an ability to explain and interpret global issues and varying cultural perspectives.

**O** – **Organized**: Organized individuals achieve a balanced life through time management and goal-setting in order to plan for a successful future.

**N** – **Natural curiosity**: Naturally curious learners acquire skills necessary to sustain an active love of learning.
Edgewood Lions have
P – Poise
R – Respect
I – Integrity
D – Diligence
E – Enthusiasm

Development/Refinement of Vision, Mission, School-wide Learner Outcomes: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and school-wide learner outcomes are effective.

The development of the Vision, Mission and School-wide Learner Outcomes at EHS involved representatives of the entire school community in the opening of the school in 2010. The staff utilized the IB Learner Profile as a guide for crafting our unique vision and incorporated elements of the Learner Profile into the mission and vision statements and have since gained status as an IB World School. The current mission and vision is not encompassing of the whole student body as it focused on an IB program and not CP students. As for the refinement of the above it has not occurred. As the school has grown from it’s inception by adding grade levels and staff they have not set aside anytime to revisit and refine other than each fall, as part of the annual review of the Single Plan for Student Achievement (SPSA), the SSC reviews the school’s vision and mission statements. The students also engaged in SMART goals planning from 2012-2014 school years. In speaking with the Organization focus group it was successful in motivating the students plan for success and set goals for the future. These goals have since been eliminated from the program.

A2. Governance: To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the school-wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

Governing Board: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

The relationship between the Board of Education and the responsibilities of the professional staff are clear and understood. The school district allows the school to plan and develop their own programs. Each staff member receives a copy of the staff handbook which details the responsibilities of the district, administration and staff.

The Single Plan for Student Achievement contains the evaluation of existing programs with the use of data; planned improvements to the instructional program; identified operational
enhancements using fiscal and human resources to achieve identified goals and actions. The Single Plan is approved by the School Site Council and then submitted to the Board of Education for approval. The School Site Council is charged with monitoring the implementation of the Single Plan and making modifications as needed. The district administration evaluates student performance, resource expenditures and allocations, and provides feedback to the school site as needed. Additionally, they approve site expenditures if those expenditures can be supported as a need and action in the Single Plan.

Relationship of Governance to Vision, Mission, and School-wide Learner Outcomes: The governing board’s policies are directly connected to the school’s vision, mission, and school-wide learner outcomes.

The Board of Education develops policies and procedures at regular meetings. The EHS vision and mission statements and SLOs are supported by and aligned with Board and District policies. The Board of Education and District Office administration closely analyze our Single Plan for Student Achievement annually to ensure alignment of programs and resources.

Understanding the Role of Governing Board: The school community understands the governing board’s role, including how parents can participate in the school’s governance.

The school and business community understands the governing board’s role, including how parents can participate in the school’s governance. Parents are informed of opportunities to participate in both PTSA and SSC through School Messenger phone blasts, flyers in registration packets sent home during the summer, announcements on the school website, and announcements on the digital marquee. Parent members of PTSA also have a phone tree for contacting and inviting parents to PTSA meetings. SSC members sit on the board for a three year term. When seats become available, nomination forms are included in registration packets. Nomination forms are returned to the school and voting occurs during Back to School Night.

Governing Board’s Involvement in Review and Refinement: The governing board is involved in the regular review and refinement of the school’s vision, mission, and school-wide learner outcomes.

The School Board reviews the school’s vision, mission, and SLOs annually when they review each school’s SPSA. After reviewing the SPSA, the Board sometimes may make suggestions for revisions to the plan. Once the plan has met the Board’s requirements, the Board approves the SPSA in its entirety. The district established Curriculum Development Teams (CDTs) with the purpose of establishing common curriculum for specific content areas. These plans have changed yearly due to the lack of current district benchmark tests and the two high schools teaching different chronological order and material.

Professional Staff and Governing Board: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.
The Board of Education and district administration monitor and review student performance, overall school operations and the fiscal health of the school. The Single Plan for Student Achievement contains the evaluation of existing programs with the use of data; planned improvements to the instructional program; identified operational enhancements using fiscal and human resources to achieve identified goals and actions. The Single Plan is approved by the School Site Council and then submitted to the Board of Education for approval. The School Site Council is charged with monitoring the implementation of the Single Plan and making modifications as needed.

**Board’s Evaluation/Monitoring Procedures**: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

With the new Local Control Funding Formula, during the 2013-2014 the District reviewed student performance data at all levels, determines student needs, and create the Local Control Accountability Plan. Once the LCAP was completed and presented to the community for further input, the Board of Education approved the LCAP. The LCAP includes measurable goals regarding student performance in various areas. The District Office and School Board monitor and evaluate the LCAP. Firstly, the District Office requires that each school turn in the agendas and minutes from each SSC meeting. Secondly, the Superintendent meets with each school principal to set annual goals and objectives, then to follow up on progress towards meeting those goals and objectives. Part of those discussions includes how the principal will implement the SPSA.

**A3. Leadership and Staff Criterion**: To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the school-wide learner outcomes and academic, college, and career standards? To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

**Broad-Based and Collaborative**: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Edgewood’s planning process is collaborative. School-wide planning is done through weekly meetings that rotate among faculty, content team, leadership, and IB meetings. The procedures for meetings, planning sessions, and goal-setting have remained consistent during the 2014-2015 academic year and are currently under review, due to the fact that Edgewood is in a state of transition with changes in administration, implementation of the CCSS, and changes in state testing. Members of the SSC review and revise the SPSA based upon student achievement data, school goals, and district goals. The SPSA is presented to the School Site Council which
Complaint and Conflict Resolution Procedures: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

WCUSD values input and opinions regarding our school district and our employees. Information, policies, and forms for community members to file official complaints with the district are readily available on the district website.

A4. Leadership and Staff Criterion
To what extent does a qualified staff facilitates achievement of the academic, college, and career readiness standards and the school-wide learner outcomes through a system of preparation, induction, and ongoing professional development?

Employment Policies and Practices: The school has clear employment policies/practices related to qualification requirements of staff.

All WCUSD and EHS hiring procedures are fair and equitable and follow guidelines mandated by the state and district. According to the WCUSD Human Resources policy “West Covina actively seeks to recruit and select highly qualified candidates for our open positions and to promote positive employee-employer relations.”

Qualifications of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

The Edgewood High School staff is highly qualified. The certificated staff includes 43 teachers, 2 administrators, 2 full-time guidance counselors, and a shared school psychologist. All certificated staff members, with the exception of one, meet the definition of “highly qualified” as defined by ESEA. IB teachers receive training from IB in the subject areas and programs they teach. All core content teachers who teach EL students in college preparatory collaborative classrooms hold appropriate EL state authorizations.

Maximum Use of Staff Expertise: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to the impact on quality student learning.

Edgewood High School and WCUSD work to ensure that all teachers and staff members hold the appropriate credentials for their positions. Credentials are reviewed by school site administrators and at the District Office by the Assistant Superintendent of Human Resources. All teachers attend on-site professional development days at the start of and during the school year used to build capacity in the use of technology to enhance instruction in all curricular areas.
Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Administration has provided the staff with a digital faculty handbook which is accessible through a link provided to the entire staff. The various sections of the handbook are reviewed at the beginning of the school year. This handbook includes district policies and directories, school calendars and directories, teacher evaluation policies, safety plan, an overview of the IB Program, and board policies and guidelines. The Edgewood High School instructional leadership team is responsible for making many decisions regarding student learning. Through the monthly meetings, representative from each department have an opportunity to discuss how actions and programs affect learning in their department. Their fellow teachers and administrators then gave feedback geared towards helping the teacher reflect on teaching and learning.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

All staff members have a district-issued email account which they are expected to check on a regular basis. District email is one of the primary modes of communication among staff members. Internal communication includes weekly department meetings and weekly announcements from administration. Each Wednesday is an early release day dedicated to meeting time for the staff that is divided between department collaboration, staff meetings, and collaboration time for specialized groups such as IB. This meeting time is used for both the dissemination of information and collaborative planning. The collaborative planning time includes development of standards-based lessons, common assessment, common rubrics, etc.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

The Edgewood High School instructional leadership team is responsible for making many decisions regarding student learning. Through the monthly meetings, representative from each department have an opportunity to discuss how actions and programs affect learning in their department. Through these meetings, the team also discusses ways to monitor student learning.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

The SSC, leadership team, and administrators are primarily responsible for evaluating the success of any implemented program and its impact on student learning. These entities review data and make any necessary adjustments and/or revisions. At the beginning of the year, the SSC, leadership team, and administrative team discuss their particular roles and functions.
especially regarding monitoring student learning and achievement. Aside from this annual review, there is no established process for evaluating the actions of the leadership.

A5. **Leadership and Staff Criterion:** To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

**Support of Professional Development:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the school-wide learner outcomes.

Teachers and administrators at EHS participate in a variety of staff development activities. Examples of these activities are as follows: IB training, CPM (college preparatory math), Teachscape/Lesson Study trainings, New Teachers attend BTSA (Beginning Teacher Support and Assessment), *Thinking Maps*, all teachers attended a one-day training by John Antonetti on rigor, relevance, and student engagement in the classroom. Administrators also review information from teacher evaluations to determine the need for professional development.

**Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

At the beginning of the school year, site administration review with the staff the general school policies and regulations, the evaluation cycle for the year, which administrators will be assigned to which teachers, and the timeline for the evaluations. WCUSD policies and the contract with the Teacher’s Association of West Covina (TAWC) also clearly outline the responsibilities of the staff and the relationships between the administrators and faculty. Every other year, credentialed staff members undergo an evaluation process overseen by an administrator. This process includes formal classroom observations, pre and post observation debriefing meetings, and discussions on how to improve instruction, and, by extension, student achievement. When outside the formal observation year, certificated staff members engage in goals and objectives meetings to continue their professional growth as educators.

**Measurable Effect of Professional Development:** There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

EHS does not have a process in place to determine the measurable effect of professional development. The school has just graduated their first class and many staff members have taught courses for the first time. State testing has changed and new ways to evaluate student progress is being instituted. The district is in the process of bringing back benchmark tests which will add a level of measurement of student performance. The IB program has testing, but the CP and honors students do not.
A6. **Resources Criterion**: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes?

**Allocation Decisions**: There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the school-wide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Resources for EHS are allocated by the District Office. Personnel is determined by student enrollment and program needs. Each spring, the Assistant Superintendent of Human Resources provides a list of staff members for the following year based on projected enrollment numbers. This staffing allocation includes all certificated personnel. The administrators and counselors then create the master schedule based on student need. If there is a discrepancy in staffing needs, the administrators then request the additional personnel and provide a rationale for staffing changes. Similarly, once special education students have been placed in classes and their services reviewed, site administrators make a request from the special education department for instructional aide support. Department budgets for supplies, supplemental and intervention materials are discussed at content lead meetings throughout the year. For major purchases, additional stakeholders are involved in the decision making process including the School Site Council, district administration, and site leadership team. Evaluation of the School Plan occurs on an on-going basis by the School Site Council and fiscal resources are aligned to achieve the SLOs.

**Practices**: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Edgewood High School follows specific processes set forth by the District Office to develop and monitor the annual budget. The school site budget is determined by the School Site Council as part of the SPSA approval process. The plan is then reviewed and approved by the Board of Education to ensure that the goals align with district goals and that the budget is appropriate developed. Any expenditures the school wishes to make must be approved by the district office as a safeguard against misuse of funds.

The Fiscal Services department provides annual financial reports and documentation for the district budget. Site budgets and expenditures are embedded within the district budget. WCUSD conducts internal annual audits and contracts out with an independent auditor. These reports are regularly presented to the School Board and published on the district’s website.

**Facilities**: The school’s facilities are adequate to meet the school’s vision, mission, school-wide learner outcomes, the educational program, and are safe, functional, and well maintained.
The EHS facilities are adequate to meet the school’s vision, mission, the school-wide learner outcomes, the educational program, EHS is a split campus with Edgewood middle school. The high school portion of the campus re-opened its doors in 2010. Thus, although Edgewood High School is considered a “new” school, the original facilities are approximately 50 years old. EHS has 2 administrative buildings, 10 classroom buildings, a gymnasium which was refinished in the summer of 2014, a cafeteria which serves as a multi-purpose room, two media centers (one for each school), a boys’ locker room, a girls’ locker room, a football field, two soccer fields an outdoor track, a swimming pool, two softball fields, and two baseball fields. The technology in the classrooms is current with LCD projectors, document cameras and Wi-Fi access throughout campus. Although the school opened in 2010 with every student given a laptop that program only lasted two years and has since been replaced by 7 computer on wheels chrome book carts. The furniture is fairly new and in good condition. The facilities are well maintained and clean. Although there is Wi-Fi connectivity throughout campus it is not strong enough to hold up to the requirements of upcoming SBAC testing and online when a whole school is online.

**Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

While access to technology has changed over the past two years, they have invested in alternative computer on wheels carts and a bring your own devise policy. Edgewood has sufficient instructional materials and textbooks for all students. Department budgets for supplies, and supplemental and intervention materials are discussed at content lead meetings throughout the year and purchased through the department budget. The district also provides financial supports to the IB program. It is responsible for paying the annual program fee, students’ registration fees for courses, and paid for the initial teacher training, for the IB coordinator training, and the administrator training.

**Well-Qualified Staff:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

All hiring of personnel is determined by School Board hiring policies and by the Collective Bargaining Agreement between the district and TAWC. Once teachers are hired, both the district and school sites offer a variety of professional development opportunities to newly hired teachers to ensure their instructional practices are aligned with district and site goals. As an IB World School, Edgewood has the unique need of having to send teachers of IB courses to training. To date, every IB teacher has attended training at least once, while some teachers have attended a second “refresher” training.

**Areas of Strength:**

- The Mission, Vision and SLO’s were written in collaboration with all stakeholders
- They are accessible to all stakeholders via website, classroom walls and common areas
● The staff is highly qualified and constantly improving through training.

Areas of growth:
● The Mission, Vision and SLO’s have not been revisited since their inception.
● The SLO’s are anecdotal; there is no way to measure growth.
● The SMART goals were a successful way for students to monitor their progress and create a plan for success. These goals have been eliminated from the program.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes? To what extent through standards-based learning (what is taught and how it is taught), are the school-wide learner outcomes accomplished?

Current Educational Research and Thinking: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Edgewood High School offers a variety of courses that are research based and that provide state-approved curriculum. The teachers at EHS plan instruction utilizing CA State Standards, Guide.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program, and where, applicable, expectations within the courses that meet the UC “a-g” requirements.

EHS is transitioning its curriculum towards Common Core State Standards in English and Math, as well as implementing the Next Generation Science Standards. The visiting team validated that all core content courses are UC A-G Approved and all courses are approved by the school district’s Curriculum Advisory Committee. Furthermore, all International Baccalaureate Courses follow the Diploma Programme Subject Guides and have been approved through the World School application process.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

EHS indicates that it is slowly embedding the IB Learner Profile into its culture integrating the school-wide learner outcomes into the daily lives of students. Through the various curricular departments, EHS promotes its students to communicate effectively in the classroom and in real world issues, problems and situations.

Student Work — Engagement in Learning: The school’s examination of representative
samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the school-wide learner outcomes.

EHS continues to use a system to examine student work and student engagement. The Core Departments have developed assessment calendars and performance tasks that are administered in all core courses. However, it is not apparent how the assessments are used to drive instruction. The school identifies the use of weekly school and department meetings to discuss best practices for teaching and learning, but a model of collaboration is lacking among all levels. The IB program is the exception and teachers collaborate monthly.

**Accessibility of All Students to Curriculum:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

It is clearly evident to the visiting team that Edgewood High School has an open enrollment philosophy for all students having access to Honors and IB curriculum/courses. EHS wants students to enroll in advanced courses. However, that message is not clearly communicated to all students.

In spring, counselors review graduation requirements, A-G requirements, and courses available with all students then follow up with individual meetings to select classes. It is the practice of EHS to meet monthly to ensure continual review of the curriculum. In addition, professional development and in-service days throughout the year facilitate the development, evaluation, and revision of curriculum. However, as previously stated, a model of collaboration is lacking to effectively review the curriculum. Each department uses common grading scales to ensure equity among all students. The visiting team confirmed that special education students and English learners are placed in the least restrictive environment creating access for all students to the curriculum.

**Integration among Disciplines:** There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

The EHS self-study report indicates that there is limited integration among disciplines. US History/English 11 teachers have collaborated on cross-curricular assignments for specific units of study. IB Courses integrate Theory of Knowledge questions, which encourage students to reflect on their acquisition of knowledge. Core classes are implementing writing using common rubrics with the goal that students can develop writing skills in a variety of settings. EHS recognizes the need to further develop integrated writing in all disciplines.

**Curricular Development, Evaluation, and Revisions:** The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is
involvement of key stakeholders (governing board members, teachers, parents, and students).

Edgewood High School’s curriculum review and evaluation process is determined through the district Curriculum Development Teams and monthly Content Team Collaboration Meetings. As identified, a gap exists between the achievement levels of students enrolled in college prep courses and those enrolled in honors/IB courses. In order to close that gap it is recommended that EHS explore and implement college prep program (such as AVID) to foster the achievement of college prep students.

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

The stakeholders are involved in the selection and evaluation of the curriculum at the district level. Members of the EHS staff from each grade level and department are members of the district’s Curriculum Development Team. The district Curriculum Advisory Committee reviews all course outlines and textbooks. Through this committee, parents and community members have the opportunity to review all course outlines and textbooks prior to board approval. The teachers at EHS have been developing department wide performance tasks and rubrics to assess student work.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Articulation with a feeder school is convenient since EHS shares its campus Edgewood Middle School. The vertical alignment process has begun. There are departments are further ahead in this process than others. The Math teachers are beginning to implement the CPM program that aligns with the Math program implemented at EHS. The visiting team confirmed that EHS counselors attend conferences and workshops to align the college application process and ensure college readiness. A transition partnership exists between EHS and the local community college to provide time during the school day for EHS students to apply, take placements exams, and advisement on which classes to take. EHS offers ROP courses on campus for students and are also available to students after graduation from EHS. Some of the ROP courses articulate to the community college program for credit.

B2. Curriculum: To what extent do all students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

Variety of Programs — Full Range of Choices: All students have opportunities to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.
EHS counselors establish 6 year plans and monitor student choices by meeting with every student at least once each year to review his or her academic progress and post-secondary goals. Students who need more college/career guidance meet with a counselor more frequently. Students are provided information about the different pathways available to them. As previously mentioned, EHS is an “open access” school allowing students access to various electives. All core subject courses are A-G approved. Furthermore, counselors provide college application and financial aid workshops for seniors.

**Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

Parents have adequate access to monitor progress on student learning plan and college/career goals through annual meetings with the student and counselor, Back to School Night, and Parent-Teacher Conferences. Furthermore, parents have access to the most up to date information through the parent portal of our student information system, which has up to the minute grade book, attendance, test scores, and graduation status. In addition, parents, teachers and other school staff communicate through email, progress reports, phone calls and letters home.

**Monitoring/Changing Student Plans:** The school implements processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them.

EHS has established sufficient processes to ensure the monitoring of student personal learning plans. At the beginning of the school year, students, parents, teachers and counselors review student progress and recommend appropriate schedule changes if necessary. Students review their goals with their counselors annually and select appropriate courses. In addition, EHS provides Summer School, Adult School, or another credit recovery option to either make up grades for A-G Eligibility or fulfill graduation requirements for students who are deficient in credits.

**Post-High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

The EHS self-study report indicates that effective programs are used to facilitate transitions to college and career options. Counselors provide college application workshops, Personal Statement workshops and technical workshops for seniors during the college application process. Parents are also provided with a FAFSA workshop (in English and Spanish). Furthermore, the report indicates that EHS has an effective transition partnership with the local community college to provide time during the school day for EHS students to apply, take placements exams, and advisement on which classes to take. It is implied that EHS provides CTE Post-secondary curriculum through ROP. Furthermore, Local colleges and Military personnel make regular
presentations through the EHS Media Center. However, career pathways that engage student interests are not evident.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program and be prepared for success in college, career, and life?

Real World Applications — Curriculum: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

The EHS self-study report indicates that all students have access to rigorous and relevant curriculum including real world application through all core curriculum which is UCOP approved and CCSS aligned. Furthermore, the self-study indicates that EHS encourages students to develop as writers, critical thinkers, and readers as well as having an opportunity to explore various occupations through enrollment in ROP classes.

Meeting Graduation Requirements: The school implements academic and college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

The visiting team validated that support is in place at EHS to ensure students are meeting all requirements. The school’s counselors meet individually with every student and most parents to discuss the WCUSD graduation requirements and the student’s progress towards meeting those requirements. EHS offers CAHSEE prep classes for students who do not pass the English and/or Math CAHSEE after their sophomore. The team confirmed that students who are not on track to graduate are provided options to meet graduation requirements through credit recovery programs including, summer school, after school credit recovery, referrals to Tri-Community adult education, and referrals to Mt. SAC. Furthermore, students who fall significantly behind starting their junior year are referred to Coronado High School which is WCUSD’s alternative education high school. The school supports ELD and Special Education students through collaboration classes to allow access to the college preparatory program.

Areas of Strength
- Edgewood High School is an “open access”/open enrollment philosophy allowing all students access to the curriculum.
- EHS has successfully implemented an IB Diploma Programme.
- EHS provides the necessary supports to ensure high CAHSEE pass rates and graduation rates.

Areas of Growth
- As identified, a gap exists between the achievement levels of students enrolled in college preparation courses and those enrolled in honors/IB courses.
- EHS should create embedded interventions to ensure student success in classes taken for
● EHS needs to adopt a model of collaboration, complete with specific protocols to align curriculum, create and review common assessments, share best practices, and evaluate student achievement data that will drive modifications of both curriculum and instruction.

● Infuse the IB Learner Profile throughout all courses to increase the level of rigor in all content classes, thus increasing student preparedness for college and career.

Category C: Standards-based Student Learning: Instruction

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the school-wide learner outcomes?

Edgewood IB students are consistently involved in challenging learning experiences, with close observations of student work informing the achievement of academic standards, college- and career-readiness standards, and the school-wide learner outcomes. However, based on student interviews and classroom visits, evidence indicates a reduced percent of teachers utilize varied educational instructional strategies that support student learning. This practice is more glaring in the CP classes with the exception of math classes which follow the CPM model and Elective classes whose teachers frequently collaborate with IB teachers.

Teachers use data analysis, formal and informal assessments, content standards, and frequent collaboration to monitor student progress, modifying instruction to successfully serve students with diverse backgrounds and abilities. Some Edgewood teachers use data to monitor and ensure student progress towards academic standards. School and department data from state standardized tests (when available) is typically examined at beginning-of-the-year staff meetings. Individual teachers document their students’ achievement based on grades and standardized test scores, and departments in previous years met with administration several times a year for “data chats,” in which they use data to diagnose trends in student achievement and brainstorm approaches to help all students meet proficiency standards. Currently, the Administration team are reviewing various options that would assist teachers in analyzing data to guide instruction in a more formalized manner.

Teachers closely observe students with informal assessments in class, however based on the high failure rate in the CP classes it is unclear how the assessments are utilized to guide instruction. Teachers in the IB program use Socratic Seminars and other modes of discussion; teachers in the CP classes use other modes of discussion. These discussions help teachers assess student knowledge. Teachers stated they used exit cards frequently or other strategies to assess knowledge at the end of lessons, however the team did not observe the use of exit cards or other strategies used to assess the knowledge required at the end of the lesson. In a number of classes observed teachers typically remained at the front of the class delivering instruction via the direct instruction model. In a few classes students were actively engaged, however in most classes students were passively engaged. There were a few instances in classes observed in which teachers walked around the room walking around the room to quickly identify areas of misunderstanding and learning challenges.
IB and CP teachers are moving towards common rubrics in an effort to increase rigor in the CP classes.

While it is obvious in IB classes, lessons and units are aligned with the CCSS. But this is not apparent in CP classes. Additionally, based on the committee’s interviews, administration is urged to provide all teachers training in designing and implementing lessons that align to CCSS; the English department is particularly specifically as it relates to the requirement of increasing the amount of non-fiction reading that students do in English classes.

Technology is used frequently at the school; however, classroom visits reveal that most teachers utilize overheads and projectors for note-taking and working out problems with students almost exclusively. A few teachers use technology to enhance the delivery of instruction by introducing relevant and current information related to the subject that is not found in the text books.

All academic departments within the IB program emphasize group learning and higher-level thinking. However, based on classroom visits and student-teacher interviews the practice occurs least often in the CP classes. The teachers also report, and the team observed in a few instances, that the CP math classes (Algebra, Geometry, and Algebra II) use the College Preparatory Mathematics (CPM) program, which has students working and often testing in groups.

Many teachers also use Thinking Maps in their classroom instruction. Thinking Maps give students graphic thinking and planning frameworks, which increase their ability to understand and organize information. All staff have been trained in the implementation of Thinking Maps, which is evident in the student work displayed in many classrooms. Special Education and General Education teachers collaborate to insure students are able to access the curriculum. They also provide “Fast Facts” for all SpEd students, noting each student’s individual ILP. The EL Coordinator works closely with all teachers of EL students to monitor learning and growth.

C2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

During classroom visits and observations of work samples the team noticed direct instruction and the use of overhead/projectors for note taking and instruction as the primary form of instructional strategy. Teachers reported the use of technological resources throughout various classes, effectively integrating multimedia and other technology in the delivery of the curriculum, however it was not observed during our classroom visits. According to the document science classes frequently use virtual labs, providing an online experience for students without access to equipment, but still providing a valuable, hands-on type of learning experience. During classroom visits and teacher interviews evidence indicates wet labs occur in science classes at least once a month to correlate with the unit of study.

Classroom visits and interviews suggests the majority of teachers are using the Thinking Maps and Direct Instruction as their primary instructional strategy. Classroom visits indicated...
teacher’s in the IB, Honors and Elective courses employ a variety of instructional strategies while teachers in the CP classes employ a limited number of instructional strategies.

Additionally, Special Education and EL teacher’s employ a wider array of instructional strategies to engage students in their educational process and provide access to grade level curriculum.

Based on the report, teachers indicate a number of technological resources are used throughout various classes to cater to different learning styles. For example, Science classes frequently use virtual labs, providing an online experience for students without access to equipment, but still providing a valuable, hands-on type of learning experience. Overhead projectors, document cameras, and audio capabilities are consistently used in most classrooms, while students frequently produce videos and multi-media presentations as components of projects, class assignments, and assessments. Individual cell phones are increasingly used as a technological resource, including applications like Remind101, Poll Everywhere, Socratic, among others. Students have and maintain individual email accounts, and various teachers make use of computer-based applications like Google Docs, Webquest, Edmodo, Turnitin.com, Quizlet, Khan Academy, online dictionaries, and online calculators, among others.

Areas of strength for Standards-Based Student Learning: Instruction (if any):
- Observations of student work show they are engaged in learning.
- EHS teachers have time built into their weekly schedule to support teacher collaboration on various engaging and effective instructional strategies that can be implemented in all departments and programs.
- EHS teachers have clearly defined expectations for their students.
- EHS teachers provide students with choices to demonstrate learning.
- EHS teachers are willing to incorporate technology as an instructional strategy in teaching and learning.

Key issues for Standards-Based Student Learning: Instruction (if any):
- Increase student involvement in data analysis and the modification of the teaching and learning process.
- Increase the awareness of A-G requirements for all students at EHS.
- Increase engagement among students from passive engagement to active engagement.
- Implement more frequently in all classes a variety of instructional strategies to include but not limited to additional ways in which technology can be utilized.
- While the English department has adopted an “all novels” philosophy, the state adoption of the Common Core and the CAASPP assessments require adjustment of all ELA, Social Science, and Science curricula in order to meet the CCSS, as recommended by NAEP in 2009: “Fulfilling the Standards for grades 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (e.g., stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.”
CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1.  To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Professionally Acceptable Assessment Process: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Edgewood High School claims the use of a variety of assessment types, formal and informal, to assess student learning. Now, in the absence of CSTs and the comprehensive data they provided, but before the first administration of the CAASPP tests via SBAC, all EHS stakeholders must rely on a combination of other assessments to get an accurate picture of student achievement. Thus, CAHSEE scores, CELDT scores, and semester grades form the basis of Edgewood’s assessment process.

In addition, the report refers to Curriculum Development Teams that met during the summer of 2014 and designed district-level “benchmark assessments” in English, Social Studies, and Biology to be administered twice a year. However, the committee has confirmed two important clarifications: 1) “benchmark tests” refers to district-mandated multiple choice exams that were “put on hiatus” for the past two years; and 2) “common assessments” refers to the district-aligned essay assessments that the above-mentioned teams recently created, which students write in the new My Access program that automatically scores and provides immediate feedback to students. The district is currently exploring a new database platform to organize assessment data.

It is important to note that the frequent change in district leadership over the past three years has led to inconsistent implementation of programs and strategies, including these new district common assessments.

To communicate ongoing assessments, EHS indicates that teachers use Aeries Browser Interface (ABI), which holds data to report assignments (individual assignments can be tracked), current and final semester grades, graduation status, CELDT scores as applicable, CAHSEE scores, and student attendance. Teachers have on-campus and remote access to parent contact information, student grades, schedules of classes, and key student medical conditions that require accommodations. Parents and students have similar access to student information and records via ABI on campus and remotely. Teachers also employ other technologies, such as Google Classroom, Google Sites, and turnitin.com to further communicate with students and parents.
Edgewood High has early release Wednesdays, utilizing this time for whole school, department and/or IB meetings. Departments meet 2-3 times per month to analyze data, plan curriculum, create and share common assessments, and differentiate rubrics per grade level, if applicable. Each department shares and discusses common assessments, accommodations, and needed modifications. IB teachers hold cross-curricular meetings monthly to confer on these same topics as well as IB-specific issues. School-wide meetings are used for professional development with the sharing of best practices.

**Basis for Determination of Performance Levels:** The school has determined the basis upon which students’ grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

The report indicates that teachers of core subjects at Edgewood High School use weighted grading categories that the departments have established for themselves. English, Social Studies, and Mathematics use the same categories for all courses, whether IB, Honors, or College Prep. Science employs different weighted categories for IB and Honors courses versus College Prep courses.

Further, core teachers also use common rubrics to grade writing as well as performance tasks, the number of which is increasing as the focus shifts to the CCSS.

The twice yearly benchmark exams, aligned with the other district high school, are essays written in the My Access program, add to the assessment of each student’s performance level.

While there are no longer CSTs to determine performance levels directly, EHS continues to monitor student progress through annual CELDT testing for the EL population; CAHSEE scores provide baseline achievement information in English and Math.

**D2.** To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process to improve student learning?

**Appropriate Assessment Strategies:** Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Edgewood High School states that teachers use a wide range of assessment strategies to acquire an accurate picture of each student’s achievement. Formative assessments range from class discussions to exit tickets to journals to thinking maps. Summative assessments include district-aligned benchmarks, projects, and presentations, as well as traditional paper and pencil tests.

Departments and, in some cases, individual teachers have adopted the use of rubrics to score writing assessments.
Some teachers utilize multiple forms of a single test to maintain test integrity, while other teachers use Turnitin.com, a plagiarism detection site, to verify the authenticity of student writing.

**Demonstration of Student Achievement:** A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected school-wide learning results, including those with special needs.

EHS states that some departments, such as Math, Science, and Social Science, use textbooks that have chapter-level objectives. Teachers then construct assessments to align to these objectives. In addition, departments have different performance tasks that are designed to measure mastery of specific skills. English students demonstrate mastery by attaining the highest scores on an essay rubric. Science students must apply skills to real world scenarios to demonstrate mastery of those skills. Similarly, Math students must solve a problem accurately via the correct steps and calculations to demonstrate mastery of those skills.

**Curriculum-Embedded Assessments:** The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

While EHS reports the use of common rubrics, the CPM program in Math, writing across the curriculum, and IB Mark Schemes as evaluative strategies that are embedded in the curriculae, the report does not include a description of the process by which such assessments, including performance assessments of EL, FEP, or RFEP students, are examined to modify instruction.

**Student Feedback:** Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

Edgewood High School cites a variety of opportunities they provide for students to give their feedback as part of monitoring their individual achievement. These include access to ABI; student-teacher conferences; the My Access system used with the district common assessments; the GradeMark aspect of Turnitin.com; oral feedback; and peer review.

More formalized student feedback opportunities include meetings between counselors, parents, and students through the provisions of AB 1802 triggered by unsatisfactory performance in one or more classes and the (now discontinued) practice of students setting their own SMART goals for achievement, which allowed them to then reflect on their progress and set new goals. Students and parents can also offer feedback at Parent Conference Night and during the registration process.

**Modification of the Learning/Teaching Process:** Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.
The report indicates that EHS teachers use department meetings to review the results of common assessments and to identify trends via the analysis of common rubric assessments. They use these occasions to discuss reteaching techniques and specific areas for review.

The committee concurs with the report that notes the need for EHS to “develop and implement a process to regularly review student achievement data and make decisions about the curriculum and teaching practices” (117).

**Monitoring of Student Growth:** *The school has an effective system to monitor all students’ progress toward meeting the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.*

The report indicates that the only current system in place to monitor students’ progress toward meeting the academic standards is the regular progress reports that teachers file every six weeks and are mailed home to parents. The posted grades also trigger the AB 1802 conferences for students at risk of becoming credit deficient, as mentioned earlier.

**D3.** *To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the school-wide learner outcomes?*

**Assessment and Monitoring Process:** *The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.*

EHS cites an extensive array of opportunities for all stakeholders to monitor students’ progress toward achievement of the academic standards including Back to School Night, the traditional event for parents and community members to visit classrooms, view student work, and confer with teachers, and Open House, a spring event at which district and school personnel are available to meet with current and prospective parents in a forum-like setting to answer questions. Additional opportunities include:

- Parent Conference Night
- Teacher Websites
- Google Classroom
- ABI
- Email
- PTSA
- School Site Council
- Board of Ed Minutes
- LCAP
- SPSA
-
Reporting Student Progress: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

The report cites a number of avenues through which student progress is reported to all stakeholders. These include:

- EHS Website
- WCUSD Website
- School Site Council Minutes
- Public Marquee
- PTSA Agendas

The committee notes that stakeholders can also access the School Accountability Report Card.

D4. The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes drives the school’s program, its evaluation and improvement, and the allocation and usage of resources.

Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

EHS indicates that Writing Across the Curriculum is a district-wide goal and, as such, is the focus of district and school assessments. To this end, all staff have been trained in Thinking Maps and some have been trained in Write for the Future, a program that utilizes Thinking Maps. These programs provide common ground for the collaborative review of assessment results and agreement on the modifications needed.

In addition, departments offer common assessments and the addition of district-aligned common assessments that are completed on My Access, a robograder, provide results that inform further instruction. The IB program also provides common assessment and review of results specific to the needs of their program goals. Annual results are compiled and published in the Statistical Bulletin, a publication of the IB Worldwide School program.
Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- EHS has made great strides in creating common assessments across the curriculum during the tumultuous first years of the new Edgewood High School.
- EHS teachers have persevered in their creation of a quality assessment program despite the challenges of staff turnover, change of principals, and change of district leadership with its concomitant inconsistency of assessment directives.
- The teachers and staff understand and appreciate the need for a quality program of accurate and effective assessment of student learning that will provide the data necessary to improve student achievement.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- EHS should endeavor to standardize the use of CCSS-aligned rubrics, emphasizing the school-wide adoption of specific rubrics for exposition and argument/persuasion that use common terminology across the curriculum.
- While the IB philosophy endorses exclusively written assessments, EHS should adjust their assessment strategies to prepare students for the CCSS CAASPP assessments, which include varied multiple choice modalities, as well as short answer, and constructed response.
- EHS should endeavor to validate the accuracy of classroom assessments (ultimately, semester grades) by comparing them with independent test results, e.g., IB External Assessments, CAHSEE, and CAASPP.
- EHS should endeavor to develop a routine process to examine their curriculum-embedded assessments, including performance tasks, for all students in order to refine and modify instruction.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support Criterion: To what extent does the school leadership employ wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning process?

Edgewood High School believes in the importance and positive impact of parent and community involvement. Administration utilizes various strategies to encourage parent participation. Every effort is made to include parents of English Learners by providing communication in their primary language. There are multiple opportunities for parents to participate in their children’s education.

EHS enjoys an ongoing and close working relationship with multiple local businesses and community organizations. Many of these organizations have either partnered with student clubs and/or sponsored school events such as Career Day and Every 15 Minutes.
E2. **School Culture and Student Support Criterion**: To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Edgewood High School is a safe and orderly place in which students and staff are held to high expectations. There are multiple opportunities for students to feel connected to the school and to participate in extra-curricular activities which foster a sense of school culture and pride. Teachers also participate in school activities either as club advisors, athletic coaches, or through completion of adjunct duty.

E3. **School Culture and Student Support Criterion**: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success?

Counselors are responsible for monitor student progress towards meeting graduation requirements. When students fall of track and are in danger of not meeting graduation requirements, counselors and administrators will determine the best course of instructional options for each student. Depending on each student’s situation, those options can consist of referring students to alternative education options either for the remainder of their academic career or until the student recuperates enough credits to be back on track for graduation. In specific instances, students may benefit from Home Based School Instruction due to medical concerns. Students in Home Based School Instruction receive regular one-on-one instruction at home from a credentialed instructor. Other students require a more independent instructional option and are therefore referred to the Independent Studies (IS) Program. These students meet weekly with the IS teacher to review completed work and receive the next set of work to be completed by the student at home.

Edgewood High School has an open enrollment policy for all classes and programs. However, they have not analyzed the demographic distribution of students in various course offerings, especially in the honors/IB program to ensure all students are accessing those courses.

Currently, Edgewood offers summer school courses primarily for credit recovery purposes. A large number of students who complete summer school tend to pass those courses and thus recover credits.

**English Learners:**
The EL Coordinator monitors the grades of all English Learners at each reporting period. When students are not making progress as evidenced by failing grades in any classes, he will set up a parent/teacher conference to develop an Individualized Learning Plan (ILP) to address the student’s deficits and get the student back on track. If students score Beginning or Early Intermediate on the CELDT, they are enrolled in an ELD elective class whose purpose is to provide these students with assistance in acquiring English at an accelerated pace.

**IB Students:**
Students enrolled in IB courses have the unique support of the IB Coordinator. Her primary role is to administer the IB program and to monitor student participation and success within the program. When students in IB courses struggle, she meets with students and parents to determine the interventions that may be the most beneficial for the student. When necessary, she provides specific support such as holding seminars to assist students in completing part of the IB requirements.

**Special Education:**
Students who qualify for special education services have embedded supports within their IEPs. These supports can include counseling services, speech therapy services, instructional support through collaborative classes, instructional aide support, etc. Part of the IEP requires reviewing the student’s progress towards meeting the annual goals created by the team during the previous year. If the goals are met, new goals are established, otherwise the team may wish to continue with the previous goals until they are met.

Teachers, counselors, and administrator identify under-performing students usually by analyzing grades and number of deficient credits towards meeting graduation requirements. There exists a need for a more comprehensive system for identifying struggling students earlier and providing earlier interventions.

**E4. School Culture and Student Support Criterion:** To what extent do students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community?

In order to participate in extra-curricular activities, students must maintain a minimum of a 2.0 GPA during each six week grading period. Club advisors are required to submit to the assistant principal a list of students who participate in any given club. The assistant principal keeps a master spreadsheet of student participation in each club. This serves as a monitoring tool to determine student eligibility as well as a way they can determine how many students are involved in curricular/extra-curricular activities.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**
- Edgewood High School has a safe, clean, and orderly campus with a well-developed sense of culture.
- Parent and community involvement within the school is noticeable through their participation in school activities and sponsorship of school events.
- There are multiple types of support services for students.

**Key issues for School Culture and Support for Student Personal and Academic Growth (if any):**
- Develop a system to gather information regarding student participation in
curricular/extra-curricular activities and access to support services.

- Work with the community to establish more partnerships and expand referral services.
PART B: SCHOOL-WIDE STRENGTHS AND CRITICAL AREAS FOR FOLLOW-UP

Areas of Strength:

Edgewood High School is to be commended:
1. …for the safe and welcoming culture of the school.
2. …for the open access philosophy that underlies all aspects of school life, both curricular and extra-curricular.
3. …for the accessibility and responsiveness of administration, faculty, and staff to all aspects of student need.
4. …for creating an atmosphere of trust, acceptance, and respect with and among students that has prompted many students to comment that, “Edgewood is my second family.”

Critical Areas for Follow-up:

1. EHS needs to adopt a model of collaboration, complete with specific protocols to align curriculum, create and review common assessments, share best practices, and evaluate student achievement data that will drive modifications of both curriculum and instruction.
2. EHS must revise its Action Plan to accurately reflect the critical areas of need that both the Self-Study and the Visiting Committee have identified.
3. EHS needs to access staff development in the specifics of CCSS, the CAASPP, and the varied research-based instructional strategies that most effectively address the embedded goals of those programs.
4. EHS needs to evaluate the curriculum and instruction in all classes versus student achievement and make the necessary changes to ensure that all students receive the rigorous and relevant education that will prepare them for college and career in the 21st century.