

Edgewood High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

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

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

School Description and Mission Statement (School Year 2018-19)

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

Edgewood High School currently services students in grades nine through twelve. Students at EHS receive a public high school experience filled with personal attention, a truly rigorous curriculum, and a genuine focus on teaching students to acquire tangible international knowledge and skills. We have an energetic faculty, reduced class sizes in English and Math courses, and a global theme utilizing the International Baccalaureate (IB) Middle Years (MYP) and Diploma Program (DP) encouraging students to be creative thinkers and problem solvers. Based on our WASC (Western Association of Schools and Colleges) Self-Report, our school focuses on the identified areas of concern and matters to be addressed based on the IB DP five-year programme report. Some unique aspects of EHS are the following:

- A PLC model that fosters the development of student-to-student as well as student-staff relationships.
- A focus on 21st Century skills and the Common Core State Standards, so students can compete and succeed in the global workforce.
- A focus on the 5 C's Communication, Collaboration, Creativity, Critical Thinking, and Civility
- An opportunity for students to pursue a rigorous college preparatory course of study.
- A complete integration of technology and current media throughout all aspects of a robust and challenging curriculum. Classrooms may access laptop computers with Wi-Fi Internet access enhancing their educational experience.
- Plenty of personal and social development created by participation in a solid slate of extracurricular activities such as ASB, clubs, yearbook, dances, study trips, performance, and sports opportunities.
- Complete and thorough accountability regarding student performance and assessment.
- A culture of success where students become leaders not only on campus but throughout their communities.

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

Mission Statement

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

Vision Statement

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	205
Grade 10	196
Grade 11	209
Grade 12	204
Total Enrollment	814

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.0
Asian	13.3
Filipino	4.9
Hispanic or Latino	72.0
Native Hawaiian or Pacific Islander	0.4
White	5.9
Socioeconomically Disadvantaged	68.1
English Learners	5.9
Students with Disabilities	7.7
Foster Youth	1.4

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	42	42	45	424
Without Full Credential	2	1	1	11
Teaching Outside Subject Area of Competence (with full credential)	1	0	1	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	0	1	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston, Literature and Language Arts (2010) Oxford University Press, IB English A: Literature (2012)		0%
Mathematics	CPM Educational Programs, Core Connections Integrated (2015) Glencoe, Advanced Mathematical Concepts: Precalculus Applications (2015) Glencoe, Mathematics with Business Applications (2011) Oxford University Press, IB Mathematics Standard Level (2017) Pearson Baccalaureate, Mathematical Studies, Standard Level (2017)		0%
Science	McDougall Littel, Biology (2008) Pearson Baccalaureate, Biology, Higher Level (2016) Pearson, Biology: Concepts and Connections (2008) Cengage, Chemistry and Chemical Reactivity (2009) Glencoe/McGraw-Hill, Chemistry: Matter and Change (2008) Cambridge University Press, Physics for the IB Diploma (2017) Holt, Rinehart, and Winston, Environmental Science (2013)		0%
History-Social Science	Prentice Hall, World History: The Modern World (2007) Prentice Hall, Economics: Principles in Action (2007) Pearson Baccalaureate, Essential: Global Politics (2017) Holt, American Anthem: Modern American History (2007) Oxford University Press, History of the Americas 1880-1981 (2016) Prentice Hall, Magruder's American Government (2007)		0%
Science Laboratory Equipment (grades 9-12)	The Science department utilizes a comprehensive list of equipment and resources to support the state standards in each content area. The following is a general list of equipment that we use in each of the sciences: Life Sciences: Microscopes, dissection kits, specimens, slides, and petri dishes.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Chemistry: Various chemicals, scales, thermometers, beakers, test tubes, flasks, and burners. Environmental Science: Rocks, minerals, density kits, convection kits, topographical maps, metric rulers, earth and space models and magnifying lenses.		

School Facility Conditions and Planned Improvements (Most Recent Year)

The West Covina Unified School District takes great efforts to ensure all schools are safe, clean, and functional. Our maintenance staff and district maintenance staff ensures that our campus is functional and any damage to our campus is immediately resolved. A work order process is used to efficiently service or repair any items that need attention. Emergencies are given priority and resolved immediately. The last FIT report included in the SARC was from November 2018. All buildings and classrooms are in good working condition. Our facility includes a multipurpose room and gymnasium where many district, community, site workshops, site performances, parent and student meetings, special assemblies, and other events take place. Our softball, baseball, and track and field serve as a hub of school and community athletic events after school and on weekends. During the 2017-2018 school year, a new track and field was constructed, which is an all-weather rubberized track and turf field. During the 2017-2018 school year, two solar panel projects were completed. One solar panel project was built on the south side of our track, which covers the bleacher area. The other solar panel project was built over our staff and student parking area, next to our baseball field.

During the 2018-2019 school year, construction of two major additions to our campus will begin. A new Aquatic Center will be built next to our track and field, which includes an Olympic size pool, weight room, and a training room. The other major project underway is the Edgewood Event Center, which will be located in the front of the school and reconfigure the entrance to our campus. The event center will be approximately 16,500 square feet and will house a performance center and stage, commons area, dance studio, collaborative learning spaces for theater design and game design, as well as a video production learning space.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	72.0	63.0	52.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	39.0	35.0	38.0	38.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	204	202	99.02	62.87
Male	109	108	99.08	56.48
Female	95	94	98.95	70.21
Black or African American	--	--	--	--
Asian	26	26	100.00	84.62
Filipino	--	--	--	--
Hispanic or Latino	145	143	98.62	58.04
White	14	14	100.00	57.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	146	144	98.63	62.50
English Learners	18	18	100.00	16.67
Students with Disabilities	13	13	100.00	30.77
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	204	202	99.02	34.65
Male	109	109	100	29.36
Female	95	93	97.89	40.86
Black or African American	--	--	--	--
Asian	26	26	100	61.54
Filipino	--	--	--	--
Hispanic or Latino	145	143	98.62	28.67
White	14	14	100	35.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	146	144	98.63	29.17
English Learners	18	18	100	0
Students with Disabilities	13	13	100	23.08
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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

- Administration of Justice
- Athletic Training
- Forensic Science
- Sports Medicine
- Video Gaming Design
- Video Production

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

In the fall of 2016, Edgewood High School introduced the first Career Technical Education Pathways. Fall of 2018 begins our year three of the pathways. These new pathways were funded by the 3 year CTIG grant for Video Production and Video Game Design. The Career Technical Education participation rate and completer information will be provided sequentially through the next three years.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	477
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	51.1

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.1	25.6	17.1

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Family support is an integral part of the educational process. Without this vital link, the goals set in the Mission and Vision statements of the school would be unachievable. Making parents feel welcome in the school is important and has been at the core of our strategy to send the message that family involvement is essential to advance the educational program. A coordinated effort between the community and the school provides a safe and nurturing environment for all children. Parents are leaders in decision-making in the PTSAC, Parent Teacher Student Advisory Committee, Community and as parent volunteers. The Parent Teacher Student Advisory Committee develops a Parent Involvement Policy with input from parents, staff, and students. The involvement policy is provided to all parents during registration. PTSA provides a mutually supportive avenue for continual communication and feedback to our parent community. In order to build public confidence, Edgewood hosts community meetings, Coffee and Tea with the Principal events throughout the year. We also publish and distribute special bulletins and flyers, as well as other forms of written communication to elicit active participation and support for school programs. Additionally, our frequently updated school webpage, digital marque and weekly School Messenger communication system assist our efforts to involve parents into the educational process. Working as a team of student and parent organizations supports the successful implementation of our Mission and Vision.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.6	1.9	1.3	3.2	3.5	10.2	10.7	9.7	9.1
Graduation Rate	98.9	95.6	97.9	92.0	91.9	82.3	82.3	83.8	82.7

For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	96.6	90.8	88.7
Black or African American	100.0	80.6	82.2
American Indian or Alaska Native	0.0	66.7	82.8
Asian	96.2	100.0	94.9
Filipino	100.0	89.5	93.5
Hispanic or Latino	95.2	90.4	86.5
Native Hawaiian/Pacific Islander	100.0	60.0	88.6
White	100.0	94.6	92.1
Two or More Races	100.0	85.7	91.2
Socioeconomically Disadvantaged	100.0	93.1	88.6
English Learners	80.0	50.0	56.7
Students with Disabilities	90.9	75.2	67.1
Foster Youth	100.0	88.9	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.0	4.0	2.8	2.2	1.7	1.3	3.7	3.7	3.5
Expulsions	0.0	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Edgewood Schools Comprehensive Safety Plan was updated this August and includes the following updates: Evacuation routes (stage 1 - local) Initial (immediate) evacuation to Zones and Stage 2 (full evacuation to a unified location (catastrophic), phone tree, and the inclusion of "Run-Hide-Fight" Armed intruder procedures. The Safety Handbook was distributed electronically to all staff, as well as a hard copy provided for each staff member, along with an updated Safety flipchart which was posted in each classroom. The comprehensive safety plan was reviewed and approved by both the MS School Site Council and the HS Parent-Teacher-Student Advisory Committee in November 2018.

The site plan includes procedures for: Lockdown, Armed Intruder, Fire, Earthquake, Bomb Threat as well as standard daily procedures for campus safety.

The Safety Plan was approved by EMS School Site Council on 11/27/18 and EHS PTSAC on 11/28/18.

The 2018-19 Drill log completed and planned are:

Thursday, October 18, 2018 "Great Shakeout - Earthquake - 10:18am - completed

Wednesday, November 28, 2018 Lockdown - Period 5 10am - completed

Friday, December 14, 2018 Fire Drill - Period 3 10:40am - completed

Friday, March 22, 2019 Fire Drill - Period 2 9:30am

Friday, April 26, 2019 Intruder Drill - Period 6 1:50pm

Friday, May 17, 2019 Lockdown - Period 1 8:39

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	13	18	1	20.0	11	11	1	25.0	11	12	12
Mathematics	22.0	10	8	6	19.0	7	5	3	23.0	13	15	6
Science	25.0	9	10	12	24.0	11	14	7	27.0	5	14	11
Social Science	24.0	12	17	6	25.0	12	16	13	24.0	11	20	13

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	400
Counselor (Social/Behavioral or Career Development)	3	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.05	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.83	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,755	\$787	\$6,968	\$69,928
District	N/A	N/A	\$6,464	\$78,647
Percent Difference: School Site and District	N/A	N/A	7.5	-11.7
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-2.2	-9.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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

Gifted and Talented Education (GATE):

Our GATE students totaled approximately 128 students during the 2017-18 school year (15% of our population). GATE students are enrolled in Honors and IB courses. Teachers challenge these students with progressive and innovative instruction that meets individual student interests, needs and abilities.

English Learners (EL)

Our EL students totaled approximately 59 in the 2017-18 school year (7% of our student population). Our students take the California English Language Development Test (CELDT) in the fall to ascertain their language fluency and are placed in the appropriate courses in the fall. ELD instruction along with the ELD standards are taught by our English teachers and student progress is reviewed continuously.

Foster Youth (FY):

Our foster youth students are offered additional counseling, intervention, tutoring, mentoring, online credit recovery opportunities, and other related services. Our district foster youth liaison and academic counselor (Site Foster Youth Liaison) also ensures the foster youth student has appropriate school supplies such as chromebooks, backpacks, folders, calculators, planners, etc. The foster youth liaisons have an intake meeting to address social and emotional concerns, as well as discuss academic progress as it relates to AB167. During this meeting, the focus is on creating an academic plan to graduate from high school. They meet regularly to ensure they are getting the support and guidance necessary to be successful at EHS.

Special Education:

Students with an IEP are offered additional support through counseling, tutoring, intervention, field trips to the resource center at Mt. Sac, workability opportunities, career planning to assist in supporting the post-secondary transition, online credit recovery opportunities, and other related services.

E-Spotlight Program (Visual/Performing Arts Program):

Students are provided with a well-rounded education at Edgewood which includes our visual and performing arts program offered to all of our students. Students are provided an opportunity to enroll in our visual 2D or 3D art classes or any of our performing arts classes. Students enrolled in our performing arts classes have an opportunity to perform in our theater productions, instrumental band concerts, choir performances, and dance showcase events.

Academic Decathlon:

Our students compete in this academic competition annually. These students experience an in-depth study into academic topics relevant to Decathlon. Edgewood competes within the "medium schools category." Our Academic Decathlon team took home the Academic Decathlon National Championship. Combined, our Academic Decathlon teams have won 3 National titles.

Science Olympiad:

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

Speech Team:

Speech Team is comprised of 11th and 12th-grade students interested in competing in speech competitions. These students compete in local Speech competitions and can qualify for the regional and state level events. These competitions are connected to monetary scholarships.

****INTERVENTION PROGRAMS******Morning and After School Math Tutoring:**

Every morning from 7:00-8:00am and after school from 3:00-4:00 pm, various math teachers provide supplemental math instruction/homework support. A monthly tutoring schedule is published on our school website.

Peer Tutoring

Teachers provide additional training for students to work with students to support students in a collaborative tutoring model. Peer tutoring is available after school on Tuesday and Thursday from 3:00 pm to 4:00 pm

Writing Workshops:

Writing workshops are offered through the College and Career Center to assist any student who struggles with writing. These workshops focus on better preparing students to write a strong (research) Literary Analysis paper.

English Learners:

All EL students are placed in a standard ELA course and are additionally supported with an EL/ELA support class, where students are placed by EL levels, levels 1-4. The Rosetta language acquisition program is offered for supplemental support. Newly adopted curriculum Edge and Inside are published by National Geographic offer both text and online support. Achieve 3000 is a supplemental program that provides instructional strategies, activities, curriculum, and measures growth of mastery in building student Lexile levels. Newcomer class provides support for current 11th and 12th grade students new to the country; placement for this additional support class is based on student assessments at EL level 1.

A to G and Credit Recovery:

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

Saturday Academies:

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

Mandatory After School Help (MASH):

MASH is offered for all student struggling in one or more classes, either on Tuesday and Thursdays for an hour and a half or on Saturday mornings for four hours.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,682	\$47,547
Mid-Range Teacher Salary	\$78,802	\$74,775
Highest Teacher Salary	\$97,502	\$93,651
Average Principal Salary (Elementary)	\$123,918	\$116,377
Average Principal Salary (Middle)	\$127,896	\$122,978
Average Principal Salary (High)	\$149,527	\$135,565
Superintendent Salary	\$252,299	\$222,853
Percent of Budget for Teacher Salaries	33.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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

There has been a school-wide focus to integrate Thinking Maps, Thinking Maps writing applications, Power Words, Academic Vocabulary Across the Curriculum, and Google Applications into the curriculum. MYP and DP IB curriculum development is a school-wide focus. Edgewood teachers adopted a seven-period schedule to support content and grade level PLC Prep periods and additional instructional periods to support mastery of the MYP/DP requirements. The bulk of the professional development sessions have been devoted to these instructional components.

Throughout the 2016-19 school years, we have dedicated our efforts at implementing strategies, such as Inquiry-Based, Conceptual-Based Instruction, Close Reading and annotating complex text to support the implementation of the Common Core State Standards. Furthermore, teachers continue to incorporate more writing across the curriculum through the use of the Edgewood Writing Guide that was placed together by the teachers of the English department. Teacher-facilitators, representing all content areas, have received extensive training and are imparting their knowledge and experience with colleagues assigned to cohorts. The goal is to build capacity campus-wide with all faculty members to enhance and enrich the lesson design, implementation, and evaluation process.

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

The Middle Years Programme (MYP) was introduced and representatives from each content area have participated in the MYP training. In 2016-19, staff development days, the entire staff participated in MYP/DP all day in-service as part of the authorization process. Teachers have been attending on-going training during summer and throughout the year. In the summer of 2016, 2017, and 2018 teachers were provided additional IB MYP training by our MYP coordinator as well as were provided additional time to plan together to build the units of studies required for MYP. This was not mandatory, however, the teachers felt strongly they wanted to be able to begin the school year with the units and also without exhausting a substitute day. August and January of 2016, 2017 and 2018 the staff participated in Middle Years Programme Approaches to teaching and learning professional development, Inquiry-Based, Conceptual-Based, and will continue throughout the next school year. In January 2019, we plan to host a Professional Learning Communities (PLC) professional development for the entire staff.

The introduction of Math II and III curriculum occurred after the teachers were provided with professional development. Annually, math teachers who require new or additional training will be offered the opportunity. We utilize the CPM (College Preparatory) curriculum in Integrated Math I, II, & III classes. Math teachers who teach these courses have been trained by the CPM organization to implement this instructional program. Moreover, our math teachers have participated in Professional Learning Communities to focus on student learning. PLC development prep and instruction built into the master schedule supports teacher planning and student time/opportunity to meet the rigors of the new model.

The iCoach Program allows teachers to learn about and implement software and applications into the curriculum, twice per month. This teacher-led program is Department based, but some applications have expanded school-wide. iCoach is available for all staff with 1:1 support.

During the 2016-17 school year, the total number of days for professional development was 3 full days and 32 after school meetings. In the 2017-18 school year, the total number of days for professional development was 3 full days and 34 after school meetings on our early release days.

For our current school year 2018-19, the total number of days estimated for professional development is 3 full days and 34 after school meetings.

Staff Development Activities:

- Teacher training sessions are held every summer to enhance teacher instruction.
- Each school year begins with a full day of staff development and another full day at mid-term to enhance IB MYP & DP instruction.
- Teachers attend one (1) "early release" collaboration sessions each month where they analyze student performance data and develop department goals by content area/grade level for the subsequent grading period.
- Teachers attend one (1) "early release" collaboration sessions each month where they meet as a DP teaching group and as MYP groups to collaborate on the units of study and pacing guides specific to meeting the IB criteria.
- Teachers attend ten (10) regularly scheduled faculty meetings each year. These meetings are forums for lesson planning, student performance data analysis, pacing guide alignment, and professional development.
- Teachers attend one (1) parent conference at the beginning of the school year as well as Back to School Night and Open House.
- New teachers regularly attend new teacher training before school begins as well as California Teacher Induction Program (CTIP) meetings on a monthly basis and meet weekly with their support provider.
- Special education instructional assistants attend workshops and other training opportunities to maintain important certifications, e.g., Crisis Prevention Institute (CPI) and Cardio- Pulmonary Resuscitation (CPR), and other training events as deemed necessary and helpful by the SELPA and the district.
- Bilingual and physical education instructional assistants also receive important training and information from the certificated teachers with whom they work and district personnel.
- Non-instructional support staff such as clerical and custodial staff receive support from district office personnel in terms of updates on the student information system, safety and vendor relations.

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