

Edendale Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Edendale Middle School
Street	16160 Ashland Ave.
City, State, Zip	San Lorenzo, CA 94580
Phone Number	(510) 317-5100
Principal	Evelyn Baffico
E-mail Address	ebaffico@slzusd.org
Web Site	edendale.slzusd.org
CDS Code	01-61309-6002562

District Contact Information	
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4600
Superintendent	Dr. Fred Brill
E-mail Address	fbrill@sanlorenzousd.k12.ca.us
Web Site	www.sanlorenzousd.k12.ca.us

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

San Lorenzo Unified School District Mission and Vision Statement

Mission

The San Lorenzo Unified School District teachers and staff will collaborate with families and the community to cultivate safe learning environments and ensure equitable opportunities and outcomes for all students.

- All students will become engaged community members contributing to, and becoming good stewards of, our changing world.
- All students will reach their highest potential as creative and critical thinkers prepared for college, career and life-long learning

Vision

Students will become creative, collaborative, compassionate, resilient, well-informed and socially responsible advocates for equity and social justice as a result of their education, experience and support from educators, families and the community.

Principal's Message

The Edendale Middle School (EMS) teaching staff is diverse in terms of age, cultural backgrounds, and experience. The staff is extremely talented, with a variety of interests, skills, and teaching philosophies that provide an array of programs for students. A consistent strand that exists from classroom to classroom and office to office is our unending desire to transform all of our students into responsible, respectful, and productive young adults.

The staff at EMS recognizes that early adolescence is a time of transition. No other age encompasses such a unique range of intellectual, physical, ethical, emotional, and social development. To address the special needs of young adolescents, the staff of EMS strives to provide:

- ALL students with a challenging comprehensive education.
- ALL students with a safe environment that fosters a love for learning.
- ALL members of the EMS community with opportunities to work towards building a stronger sense of community with all members actively involved in the daily activities of the school.

District Mission Statement

The mission of San Lorenzo Unified School District is to work together with parents and the community to develop critical and creative thinkers who are knowledgeable, responsible, caring participants who contribute to a changing world.

District Equity Statement:

Equity in the San Lorenzo Unified School district is acknowledging historical biases and changing the way they are addressed in terms of closing opportunity gaps. We define our approach to the work of equity as providing for each student the academic, emotional and social supports needed to increase the achievement of under-served subgroups at an accelerated rate while additionally increasing overall student performance.

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

Grade Level	Number of Students
Grade 6	238
Grade 7	211
Grade 8	257
Total Enrollment	706

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	19.3
American Indian or Alaska Native	0.1
Asian	4.8
Filipino	5.9
Hispanic or Latino	63.3
Native Hawaiian or Pacific Islander	1.6
White	2.4
Two or More Races	1.4
Socioeconomically Disadvantaged	83.9
English Learners	31
Students with Disabilities	11.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	25	28	503
Without Full Credential	0	0	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	7	2	11

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: 09/2014

Schools in the San Lorenzo Unified School District (SLUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the State seven-year curriculum adoption cycle. The SLUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District’s instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Development High Point, Hampton Brown, 2000 (4-8) Adopted in 2003 Into English, Hampton Brown, 1997 Adopted in 2003 Timeless Voices, Timeless These Prentice Hall Literature, 2005 Read 180 Scholastic	Yes	0%
Mathematics	CPM, 2014 Adopted in 2015	Yes	0%
Science	CPO Science for California, 2006 Adopted in 2007	Yes	0%
History-Social Science	TCI, Teacher's Curriculum Institute, 2006 History Alive Adopted in 2007	Yes	0%
Foreign Language			N/A
Health	Decisions for Health, Holt, 2007	Yes	0%
Visual and Performing Arts	Music, Silver Burdett & Ginn, 2000	Yes	N/A
Science Laboratory Equipment (grades 9-12)	Microscopes, etc.		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Edendale Middle School is located in a building that is nearly 60 years old. Consequently, new facilities have been designed and built. This includes an updated library, two science labs, a gymnasium, a music room, an adjacent activity room, and modernized fields. Current facilities include 38 classrooms, a multipurpose room with a stage and an adjacent kitchen, library media center, computer lab, and music room. There are six portables on campus. Four are used for classrooms, and two are double portables, one for a physical education room, and the other is the home of our After School Program. The entire campus is equipped with wireless Internet access. Each and every room, field, and bathroom are wheelchair accessible.

The school has six student bathrooms, three each for boys and girls. Three more bathrooms exist for staff and visitors.

At EMS we have two full-time campus supervisors, and one full-time roving campus supervisor who works for the entire District. Before school there are seven adults assigned to supervision duty. During the morning break 26 adults are assigned to supervision duty. During our 43 minute lunch period, our administrative team supervises with floating substitute teachers. When students are released from school, adults assist with supervision. Outside of these supervisory duties, most teachers stand in their doorway as students pass from one class to another. The staff uses a system of "red flag" e-mails to alert the administrative team to high priority conflicts. Students are also encouraged to complete referrals for conflict resolution sessions as needed.

EMS follows the District's policy regarding the need for ALL visitors on campus to check into the main office first. EMS visitors are given a bright yellow badge that can be viewed by all staff members.

EMS is divided into wings by grade levels. Most 6th grade classes are in C and D hall, with most 7th and 8th grade classes in A and B hall. Electives are throughout the campus since all students are mixed in electives. The PE portable is located on the blacktop next to the newly renovated field and track. Our elective classes are located around the campus since students in all three grade levels are allowed to take elective classes.

Every effort is made to keep the EMS campus clean and attractive. The Leadership students assist with the maintenance of planter boxes, hanging planters, and other planting containers that are located around the campus.

As of Fall 2011 the new gymnasium was completed enabling us to hold larger evening events as well as host sporting events throughout the year. This will reinvigorate our Physical Education program, giving students the ability to access state-of-the-art facilities to develop and hone their athletic talents. In addition, our new fields were complete. They include a soccer field, track, and updated basketball, volleyball, and multi-purpose mini fields.

The new music room was also completed enabling more students to enjoy our program. Our new gymnasium also has a new stage. This will allow both our Drama and Music departments the ability to have live performances in front of larger groups.

Also, the entire building was repainted (interior/exterior) during Summer 2011. We have received great community feedback about the new clean look of our school.

In June 2012, three new science laboratories were completed, enabling our students to test their theories in a facility built for that purpose.

Finally, a larger library constructed out of two classrooms was complete in January of 2011, enabling us to increase our books selection by 50%.

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: 10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	20	19	37	35	48	48
Mathematics (grades 3-8 and 11)	11	11	27	26	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	709	684	96.47	18.68
Male	362	348	96.13	14.2
Female	347	336	96.83	23.28
Black or African American	134	131	97.76	15.38
American Indian or Alaska Native	--	--	--	--
Asian	38	35	92.11	34.29
Filipino	41	39	95.12	38.46
Hispanic or Latino	443	430	97.07	16.36
Native Hawaiian or Pacific Islander	14	13	92.86	15.38
White	15	14	93.33	28.57
Two or More Races	12	12	100	9.09
Socioeconomically Disadvantaged	607	586	96.54	17.15
English Learners	393	378	96.18	13.3
Students with Disabilities	84	81	96.43	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	709	693	97.74	11
Male	362	354	97.79	12.99
Female	347	339	97.69	8.9
Black or African American	134	129	96.27	7.03
American Indian or Alaska Native	--	--	--	--
Asian	38	38	100	28.95
Filipino	41	40	97.56	27.5
Hispanic or Latino	443	438	98.87	9.15
Native Hawaiian or Pacific Islander	14	13	92.86	7.69
White	15	14	93.33	14.29
Two or More Races	12	11	91.67	9.09
Socioeconomically Disadvantaged	607	596	98.19	9.26
English Learners	393	388	98.73	8.51
Students with Disabilities	84	79	94.05	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	26	32	47	44	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.8	25.9	7.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

The EMS Parent, Teacher, Student Association (PTSA) has been in existence for the past fourteen years. The goal of the PTSA is to support the EMS staff in enhancing the educational experiences for our middle school students. Over the past fourteen years the PTSA has given classroom grants to teachers, provided funds for field trips, purchased materials and supplies for schoolwide beautification projects, and purchased a state-of-the-art sound system, electric viewing screen, digital recording equipment, and tables and benches for the campus. The PTSA also supports the staff during Teacher Appreciation Week, the fall registration process, schoolwide dances, and other schoolwide nighttime events. We welcome new members to join the PTSA anytime during the school year.

EMS also has an active School Site Council (SSC) and English Language Advisory Committee (ELAC) composed of parents, students, and EMS staff members. The School Site Council monitors categorical funds and expenditures as they relate to schoolwide goals identified by stakeholders. The School Site Council also provides valuable parent input around the implementation of both academic and social/emotional activities for students in the Alternative Governance Plan.

We start the year with Back-To-School Night. This provides parents with the opportunity to receive timely information about schoolwide and classroom expectations and to meet the Edendale staff and support staff. At the end of the first quarter, we host a Report Card Night, which provides parents with an opportunity to meet with teachers, schedule meetings and enroll students in our afterschool programs. We are fortunate to have a bilingual parent liaison that is devoted to parent recruitment. Along with our traditional parent groups (ELAC, SSC, PTSA) the principal coordinates with the parent liaison to host weekly and monthly family development sessions. The family developments are held on Wednesday nights and Thursday mornings to provide more flexibility for parents' busy schedules and language needs.. Based on parent feedback from last year, we have calendared a variety of topics (homework support, understanding assessment data, Schoolloop, gang awareness, cyber safety, etc...) to train parents and build capacity to recruit parents for school committees and events. In addition, we regularly use Teleparent, an automated message system that allows staff to communicate pre-recorded messages in several different languages, or self-created messages to go out daily to parents. Schoolloop is used by teachers and counselors to communicate academic progress to parents. This internet portal allows parents to regularly check homework, test/quiz scores and conveniently e-mail teachers for follow up. This has been a very effective tool, with parents regularly coming to meetings with a Schoolloop printout in hand. We also individually meet with students and their parents to review study and test taking strategies to move them to proficiency. Students who are close to proficient (CST 330-350) receive targeted communication with parents.

For more information on how to become involved, contact Elisha Jackson at (510) 317-5114.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.1	10.9	13.3	4.6	4.8	4.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Recently, our Safety Plan for Edendale Middle School has gone through a complete overhaul. With natural disasters like the one in New Orleans and school travesties like Columbine to reflect upon, our District has secured a large grant to completely modernize our approach to student safety. This includes an electronic system that allows all emergency agencies up-to-date information on our facilities and student body. Our new plan was completed in spring 2009 and updated in Spring of 2011. A copy is located in the main office as well as in both administrative offices. The key elements of the Safety Plan include procedures that address the physical, emotional, and environmental safety issues for all students and staff.

Each quarter, practice drills are conducted to ensure that students and staff are prepared for emergencies. The administrative team is responsible for monitoring students and staff during the drills. The evaluation of each drill is shared during Safety Committee meetings. Also during the meetings, committee members discuss what topics and procedures to review with the entire staff.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	13	22	2	23	6	16	1	24	9	11	4
Mathematics	28		4		27		1		28		1	
Science	27		14	2	32		9	5	31		10	5
Social Science	26	4	11	1	30		11	3	29		13	2

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	340
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	.2	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,523	\$310	\$5,213	\$63,542
District	N/A	N/A	7,743	\$79,561
Percent Difference: School Site and District	N/A	N/A	-32.7	-20.1
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-20.7	-18.4

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

Types of Services Funded (Fiscal Year 2016-17)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher and Principal Training and Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient students)
- Title III (Emergency Immigrant)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Hourly Programs (extended day/year education)
- Special Education
- School Library Grant
- Tobacco Use Prevention Education (TUPE)
- SB65 Pupil Maintenance and Motivation
- AB1113 School Safety and Violence Prevention
- National School Lunch Program
- Enhancing Education Through Technology
- California Gear-Up Grant

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,265	\$48,522
Mid-Range Teacher Salary	\$75,053	\$75,065
Highest Teacher Salary	\$101,140	\$94,688
Average Principal Salary (Elementary)	\$123,325	\$119,876
Average Principal Salary (Middle)	\$130,089	\$126,749
Average Principal Salary (High)	\$139,616	\$135,830
Superintendent Salary	\$273,680	\$232,390
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	5%

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

Professional Development (Most Recent Three Years)

The leadership team consisting of administrators and teacher leaders is responsible for researching and presenting best practices during staff development meetings. The team is also responsible for conducting Instructional Rounds for the purpose of gathering data and providing teacher feedback around effective instructional strategies. In addition to ongoing site-based professional development, all teachers have the opportunity to improve their skills by taking college courses, workshops at the District’s training center, and in-services or other workshops offered by the County Office of Education or other organizations. Teachers have opportunities to attend professional conferences supported by site or District funding.

Since the integration of technology is important to student success, teachers also have access to technology integration workshops at the District’s training center; these workshops are offered monthly and also during the summer. The District regularly offers the Intel: The Essentials course that provides 32 hours of professional development on how to integrate technology to support standards and learning as well as professional collaboration. For the previous three school years, three days were dedicated to staff and professional development each year.

This year at Edendale, we have a team being trained in the Positive Behavior Intervention and Supports program. Our team is comprised of nine staff members, including one administrator, one School Psychologist, one counselor, six teachers, and one Campus Security Officer. We will attend a total of 32 hours of professional development during the 2017-2018 school year, and we will spend an additional 10-15 hours meeting to develop Tier 1 supports (supports and interventions that all students receive).

Culture & Climate Committee

The Culture and Climate Committee at Edendale meets monthly to analyze and evaluate the current school climate, make recommendations about ways to improve Edendale for staff, students, and parents, and implement feedback from all community stakeholders. Our Culture and Climate Committee is comprised of eight teachers, two counselors, two support staff members, and one administrator.

The District also provides peer coaching and in-classroom support for teachers in order to provide other meaningful opportunities for staff development.

Professional Development for New Teachers:

Through participation in the East Bay Beginning Teacher Support and Assessment (BTSA) Induction Program, the District secures support providers to work with our new teachers. Through this BTSA Induction Program, new teachers are also afforded the opportunity to take university level courses at a reduced tuition cost. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquiring their clear credential through the Commission on Teacher Credentialing.