

Edgewood Center for Children and Families Nonpublic School School Accountability Report Card Reported for School Year 2005-06 *Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School	
School Name	Edgewood Center for Children and Families
Street	1801 Vicente St.
City, State, Zip	San Francisco, CA. 94116
Phone Number	(415) 681-3211
Principal	David Lurie
E-mail Address	davidl@edgewoodcenter.org

School Description and Mission Statement

This section provides information about the school's goals and programs.

Overview

The children and youth served in Edgewood's nonpublic school are ages 6-16 and have been unsuccessful on public school campuses due to severe behavioral and mental health issues. These clients may be day students, living in the community, or residential students, living in one of Edgewood's residential cottages. Employees work closely with each student and his or her family in an individualized and flexible manner, in order to foster the emotional, social, and academic skills necessary to transition from Edgewood to a less restrictive school placement.

Nonpublic School/Educational Services and Curriculum Focus:

- Academic, standards-based curriculum.
- Array of Curriculum resources to meet range of individual learning needs and goals
- Core academic assessment
- Modifications based upon individual learning needs.
- Small group instruction
- Specialized remedial instructional strategies (e.g. Slingerland, Making Math Real)
- Speech and Language Services
- Occupational Therapy
- Behavioral support and crisis intervention

Guiding Values

1. Family voice and choice.

- Family and youth/child perspectives are intentionally elicited and prioritized during all phases of care at Edgewood.
- Planning is grounded in family members' perspectives, and the Care Team strives to provide options and choices such that the plan reflects family values and preferences.
- A major goal for each child/youth is to engage an identified "family" (whether or not it's the immediate biological family), and foster that family's ability to actively carry out the central care and support role for the child.

2. Team based.

- The care team consists of individuals agreed upon by the family and committed to them through informal, formal, and community support and service relationships.

3. Natural supports.

- The care team actively seeks out and encourages the full participation of team members drawn from family members' networks of interpersonal and community relationships.
- The Care Plan reflects activities and interventions that draw on sources of natural support.

4. Collaboration.

- Care Team members work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating a single Care Plan. The plan reflects a blending of team members' perspectives, mandates, and resources.
- The Care Plan guides and coordinates each team member's work towards meeting the team's goals.
- All Intensive Services teams will utilize effective and inclusive decision making strategies:
 - Full Participation: In a participatory group, all members are encouraged to speak up and say what's on their minds.
 - Mutual Understanding: In order for a group to reach a sustainable agreement, the members need to understand and accept the legitimacy of one another's goals.
 - Inclusive Solutions: Emerge from the integration of everybody's perspectives and needs.
 - Shared Responsibility: In a participatory group, members feel a strong sense of responsibility for creating and developing sustainable agreements.

5. Community-based.

- Services are delivered in the most inclusive, most responsive, most accessible, and least restrictive settings possible; as well as in a manner that safely promotes child and family integration into home and community life.
- A primary goal is to restore, sustain and strengthen community connections
- Care planning is focused on discharge planning from intake through discharge

6. Culturally competent.

- Intensive Services programs demonstrate respect for, and build upon, the values, preferences, beliefs, culture, and identity of the child/youth and family, and their community.

7. Individualized.

- To achieve the goals laid out in the Care Plan and the Individualized Educational Plan (IEP), milieu staff implement a customized set of strategies, supports, and services.
- Services are individualized to meet each child's most critical needs.
- "Problems" are symptoms of obstacles: Behavioral change (i.e. being "able") results from identifying and removing barriers
 - Obstacles can include such things as: skill deficits; learning disabilities; lack of experiences; substance addiction; medical issues; lack of attachments; traumatic experiences; more experiences of failure than of success; etc.
- Staff consistently demonstrate respect for children, families, co-workers, team members, and all others with whom we work

8. Strengths based.

- The Care Planning process identifies, builds on, and enhances the capabilities, knowledge, skills, and assets of the child and family, their community, and other team members.
- The child/youth and their family will be discussed in a holistic context, which includes interests, skills, resources, etc, and not just problems or diagnoses.
- Specific strengths will be incorporated into program plans so that areas of competence are used as stepping stones/vehicles for addressing areas of deficit.
- Program planning incorporates the belief that everyone needs a healthy, internal feeling of power and control
 - Our focus is on teaching healthy ways to gain self-control, rather than waiting for crises and then being reactive by exerting external control.
 - Working toward the elimination of restraint and seclusion through effective care plans and proactive behavioral support.
- All leaders must establish clear goals and reasonable expectations, as well as provide consistent feedback and mentoring.

9. **Persistence.**

- Despite challenges, the Intensive Services staff persist in working toward the goals included in the Care Plan and the IEP until the Care Team/IEP Team reaches agreement that Edgewood’s services are no longer required.
- Undesired behavior, events, or outcomes are not seen as evidence of child or family “failure” and are not seen as a reason to eject the family from Edgewood’s services. Instead, adverse events or outcomes are interpreted as indicating a need to revise the Care Plan, or the milieu plan, so that it more successfully promotes the positive outcomes associated with the goals.
- Building relationships with each child/youth is a cornerstone of effective care

10. **Outcome based.**

- Teams tie the goals and strategies of their plans to observable or measurable indicators of success; monitor progress in terms of these indicators; and revise the plans accordingly.
- The adoption of program practices should be guided by evidence and research.

Goals

Edgewood’s nonpublic school works toward the following goals:

- Transition each child and youth to a less restrictive school placement where the child or youth has greater access to general education and non-disabled peers.
- Achieve competence in basic academic skills, as well as provide full access to opportunities to meet age-appropriate academic standards
- Develop in each child or youth the ability to advocate for special educational needs based upon a greater awareness of strengths, challenges, and effective compensatory strategies
- Build the skills necessary to tolerate the demands of more mainstream educational and community settings

Entrance and Exit Criteria

Clientele

Day Treatment Program (encompasses both nonpublic school and day treatment mental health services) is designed to serve severely troubled youth ages 6-16 years. The children/youth typically present with a history of extreme and chronic maladaptive behavior patterns including: aggression, self-destructive tendencies, extreme fear and anxiety, impulsivity, and withdrawal. These behaviors may present a danger to themselves, community, or property. Further, the children typically demonstrate significantly impaired interpersonal, familial, and educational functioning, often exacerbated by inadequate social or familial support. Many have histories of multiple treatment failure in special education, outpatient, extended case-management, or other less restrictive settings. Their care requires close staff supervision, ongoing therapeutic intervention, and psychiatric evaluation and monitoring regarding the need for psychotropic medications. Each child suffers a diagnosable psychiatric disorder. The children's diagnoses reflect the entire spectrum of childhood psychological disturbance, with the following diagnoses appearing most frequently: depressive disorders (including major depression), post-traumatic stress disorder, attention deficit disorders, attachment disorders, oppositional-defiant disorders, and thought disorders. Further, many of the children display uneven or impaired neurological development resulting in motor or language delays and reflecting organically based problems.

Disabling Conditions Served:

- Emotional Disturbance (ED)
- Specific Learning Disability (SLD)
- Speech and Language (SL)
- Cognitively Impaired (CI)
- Other Health Impairment (OHI)

Exclusionary Criteria

Placement in the Day Treatment Program is not appropriate for children whose clinical presentation includes:

- Greater than moderate mental retardation;
- Existence of an acute, current psychotic state;
- Presence of active suicidal behavior;
- Physical, neurological or mental health needs better served in other specialized treatment facilities, or whose at-risk status suggests a hospital setting;
- History of sexual predatory behavior;
- Family refusal to engage in ongoing treatment;
- Pregnant teens, or teens with babies

Discharge Planning

Discharge goals are articulated upon admission and ongoing planning for discharge is a focal part of the collaborative process between care team, IEP team, staff, the child's parents or guardian, and referring person(s). The appropriateness of discharge goals, plans and the date are re-assessed every twelve weeks at scheduled care team meetings (in addition to IEP meetings), and more frequently if the child presents unsafe behaviors that require consideration of changes in the care plan. Termination or discharge occurs when the client has achieved their goals and can either return to a less restrictive school environment. The Therapist/Care Manager, in collaboration with the care team, reviews placement needs of the child and family, and develops a discharge plan ensuring coordination of treatment efforts with subsequent providers; i.e., other agency staff, outpatient therapists, school personnel, foster parents, etc.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Guiding Value: Family voice and choice

- Family and youth/child perspectives are intentionally elicited and prioritized during all phases of care at Edgewood.
- Planning is grounded in family members' perspectives, and the Care Team strives to provide options and choices such that the plan reflects family values and preferences.
- A major goal for each child/youth is to engage an identified "family" (whether or not it's the immediate biological family), and foster that family's ability to actively carry out the central care and support role for the child.

The Care Team

A child/youth's Care Team is a gathering of people from the family, as well as friendship and support circles, and professional service providers, as a team to develop an overarching framework for the care that Edgewood provides. This team will also meet at least quarterly to assess progress toward, and update, care goals.

Overarching Care Goals

Care Team meetings are structured so that ALL perspectives- even ones that might conflict- are factored in to the group's decisions. Organizational development approaches are used in the service of creating plans that include the wisdom of all perspectives on the team.

Overarching care goals (sometimes referred to as "long-term goals") established by a care team represent what the Care Team would like to see accomplished as a result of the care provided by Edgewood. The process of determining these goals in the context of the care team helps clarify the purpose of specific services, as well as the things family is doing to make their home life safe, healthy and happy. From intake forward, these goals represent, in effect, a discharge plan.

Care Goals are then integrated into IEP goals in order to create a seamless care planning process.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	3
Grade 1	0	Ungraded Elementary	0
Grade 2	4	Grade 9	2
Grade 3	3	Grade 10	1
Grade 4	7	Grade 11	0
Grade 5	9	Grade 12	0
Grade 6	15	Ungraded Secondary	0
Grade 7	12	Total Enrollment	56

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	58.92%	White (not Hispanic)	20%
American Indian or Alaska Native	0%	Multiple or No Response	1.78%
Asian	3.50%	Socioeconomically Disadvantaged	100%
Filipino	2%	English Learners	0%
Hispanic or Latino	12.50%	Students with Disabilities	100%
Pacific Islander	1.78%	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
1-4	8	1			8	1		
4-6	8	1			8	1		
6-9	8	2			8	2		
8-10	8	2			8	2		
Other								

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+
English	7	1			7	1		
Mathematics	7	1			7	1		
Science	7	1			7	1		
Social Science	7	1			7	1		

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The staff at *Edgewood Center for Children and Families* seek at all times to safely, respectfully, and effectively shape appropriate behavior and conduct among enrolled children and youth clients. Risk behavior management policy addresses: (1) philosophy and preventive methods of influencing children's behavior, especially aggressive, injurious, disruptive, run-away, provocative or otherwise out-of-control behavior; (2) the process for obtaining informed consent from parents or legal guardians for the use of agency approved risk behavior management procedures; (3) staff training and supervision regarding risk behavior management; (4) the conditions under which restrictive procedures might be both necessary and in the best interests of the child; (5) restrictive behavior management procedures, therapeutic considerations, and monitoring/reporting requirements; (6) prohibited forms of discipline and treatment; and, (7) quality assurance for risk behavior management.

Risk Behavior Prevention Philosophy

It is the philosophy of *Edgewood Center for Children and Families* (ECCF) to attempt to prevent children's aggressive, injurious, disruptive, run-away, provocative, or otherwise out-of-control behavior. The first line of prevention is careful consideration of the risks and dangers posed to a child, other children, employees, and the neighboring community when admitting children into open -- unfenced and unlocked -- treatment settings or service programs. Careful assessment of children's potential for dangerous behavior and the capacity of ECCF programs to manage and decrease such behavior occur during the intake process, and weigh heavily in admission decisions.

The second line of prevention is thorough and effective employee orientation to, and training regarding risk behavior management policies and best practices (see section below regarding staff training). In tandem with this, all children and youth are educated to agency expectations of positive behavior. Early in their stay at Edgewood, children and youth are oriented to, and sign, *Children's Responsibilities* and *Children's Rights* forms that clearly spell out acceptable standards of behavior by children and staff. Social skills training, including conflict resolution, is a core component of intensive service programs, such as day treatment and residential care.

The third line of prevention is the relationships, understanding, rapport, and therapeutic interventions achieved with children and youth clients, singularly and in groups, which are the cornerstone of effective treatment at *Edgewood Center for Children and Families*. Thorough knowledge of each child's psychological and developmental situation and potential behaviors, both positive and negative, emerge through careful history taking, clinical assessment, therapeutic bonding, ongoing monitoring of the treatment process, and vigilant supervision of the child's daily activity, behavior, and psychological condition.

The fourth line of prevention is the effective -- specifically focused and consistent -- use of positive behavior management strategies as indicated in children's *Behavioral Support Plans* and as part of approved therapy, classroom, recreational, milieu, or support groups. Positive behavior management includes environmental arrangement (e.g., removing negative stimuli, staff switching), time-structuring activities, immediate positive reinforcement, positive reinforcement contingencies (e.g., privileges and rewards), redirection, time-away, or time-out strategies, planned ignoring, non-punitive behavior inhibition, and the use of safe natural consequences for undesired behavior. An essential aspect of positive behavior management is teaching children self-control through age and developmentally appropriate replacement behaviors, behavioral contracting, self-monitoring, self-evaluation, and self-administered consequences. All of the above non-physical methods of behavior management are known to be safe and effective when used in the context of attentive and caring relationships and are described in detail by numerous authorities on children's behavior management.

The fifth and final line of prevention embraced by *Edgewood Center for Children and Families* involves the study and evaluation of incidents of risk behavior as part of ongoing quality management. Different kinds of risk

behavior – for example, assaults on staff, assaults on peers, suicidal thoughts or gestures, runaways, and incidences of sexual acting-out -- are routinely tracked, analyzed, and reviewed with particular attention to the antecedents, correlates, and predictors of such behavior for both individuals and groups of children.

Staff Training and Supervision in Behavior Management

Only those staff who have participated in no less than 16 hours of agency training in the philosophy and practice of restrictive behavior management can apply restrictive behavior management procedures with children in care at Edgewood. The type of emergency intervention and restrictive behavior management training staff receive is called *Handle With Care (HWC)*. HWC is reviewed and approved by the *California State Department of Community Care Licensing* as an appropriate, effective curriculum for employees of intensive services programs. To become a HWC instructor a person must achieve at least 24 hours of intensive training. HWC covers a wide range of basic principles and techniques for managing threatening, aggressive, and out-of-control behavior. HWC training is consistent with our agency's risk behavior prevention philosophy because HWC promotes prevention, effective, coordinated communication among team members, including during crisis, and the safe use of restrictive methods as a last resort -- only when other interventions have failed. HWC focuses upon:

- Principles of de-escalation;
- Tension/ Stress reduction
- Effective verbal and physical presentation for staff
- Early intervention; and,
- Safe physical intervention techniques.

In addition to their initial intensive 16 hours of HWC, direct care providers participate in ongoing education, support and debriefing regarding effective behavior management as part of routine supervision and in-service reviews, 8-hours of HWC review annually. Staff also read and sign copies of the *Risk Behavior Management Policy*. It is the expectation of E.C.C.F. that deviations from agency approved restrictive behavior management procedures should be reported immediately to the relevant supervisor. Negligent or intentional violations of restrictive behavior management policy and practice can result in serious consequences including termination of employment and/or civil or criminal liability.

In addition to the trainings described above, those staff responsible for checking children at designated intervals during the use of restrictive interventions (see sections on manual restraint and protective separation below) are either licensed nursing staff (during the 8-5 business week) or have achieved senior status in residential care or day treatment. This includes the following positions: Senior Residential Counselors, Assistant Cottage Supervisors, Cottage Supervisors, Classroom Building Supervisors, or Residential/Day Program Administrators. In addition to being trained in PART, these individuals also undergo First Aide and CPR training and certification.

Conditions of Use of Restrictive Procedures

An underlying premise of all therapeutic services is the establishment of reasonable trust and security in relationships with adults and peers. For some children, this may mean the emergence of a new and different perception of others as caring and helpful -- in short, different from adults and/or peers of the past who may have disappointed, rejected, hurt, attacked, or failed to protect the child. For many children enrolled in intensive levels of service, achieving self-control, especially control over anger, aggression, and impulsive behavior, is accomplished, unfortunately, only through fits and starts characterized by repeated testing of the appropriateness, firmness, consistency, and basic kindness of caretaker behavior. It is of extreme importance to the healing process of child clients that risk behavior management -- including

the necessary use of restrictive procedures under certain conditions -- be conducted with thought and attention to the psychological meaning and ramifications of the interventions, and by what is to be accomplished through the use of a procedure – i.e., the achievement of child and staff safety. Within each treatment unit, a range of preventative to non-physical to physical and restrictive responses to aggressive and provocative behavior should be linked to predictable and consistent consequences for children. All behavioral interventions, including risk behavior management methods, specified as a part of a child's *Treatment Plan*, and reviewed and updated according to standard agency treatment review cycles.

The use of restrictive procedures is very serious and must always be used in the best interests of the child. Restrictive procedures might be used -- and may in fact be the safest choice for children and/or staff.

In All Circumstances,

1. To avoid the possibility of injury, least restrictive methods of intervention are always used first;
2. Restrictive procedures should always be used for the briefest periods of time necessary to calm a child so they are no longer a threat of harm to themselves or others; and,
3. Restrictive procedures are never used as punishment or as retaliation, as a substitute for a positive behavior management program, as a means of dealing with non-threatening, non-disruptive, or non-violent behavior, for the convenience of staff.

Restrictive Procedures May Be Needed When:

1. All available less restrictive methods of intervention, conflict resolution, and/or behavior de-escalation have been tried and failed; and,
2. A child's behavior poses an observable immediate and/or near term threat of harm to him/her self, other children, Edgewood employees, and/or others.
3. A child is engaging in behavior that is resulting in major property destruction.

Quality Assurance Regarding Risk Behavior Management

Assurance that the system of intervention, monitoring, and reporting regarding risk behaviors -- including the use of restrictive behavior management procedures as is necessary for client and staff safety -- derives from: (a) training, supervision and the ongoing management of client care; (b) regular review and monitoring of incidents of risk behavior; and, (c) periodic in-depth analyses and revision of risk behavior management policy and practices.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Milieu Action Plan (MAP) Process

PURPOSE

The Milieu Action Plan, or "MAP" an action plan for strategies that will be used by both the residential and day treatment milieu(s) to support a specific child/youth in achieving their short-term Care Plan objectives identified by the his/her Care Team. The MAP also serves as a safety/ behavioral response plan.

COMPONENTS

PROACTIVE SUPPORT PLAN

Social Skills Goals

Domains

Care Plan objectives relevant to milieu work will be addressed through proactive plans divided into the following 5 domains:

- o Social Skill Instruction
- o Therapeutic Environment
- o Academics/DIS
- o Motivation
- o Communication and Coordination (*Family, other programs, etc.*)

Safety/ Behavioral Response Plan

Specific plan to respond to problematic behavior and preserve safety if the proactive plan fails to prevent the behavior from occurring

School Bus Success Plan

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School		District	
	2004-05	2005-06	2004-05	2005-06
Suspensions		53*	2710 (4.74%)	
Expulsions	0	0	19 (.03%)	

*Total days of suspension in 220 day extended year.

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Williams building was renovated in 2005 to better accommodate the needs of the new adolescent school building. Painting the interior of the Pine building is scheduled for December 2006.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety		X	Chairs used in hallways in Pine building prevent safe evacuation routes. Chairs removed. Clearance approved.
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School		District
	2004-05	2005-06	2005-06
With Full Credential	4	3	97%
Without Full Credential	2	4	3%

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	1 (For 2 months)	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Percent of Classes In Core Academic Subjects	
Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
42%	48%

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

There are two school administrators who are highly qualified teacher, as defined by No Child Left Behind. They serve as substitutes when classroom teachers are absent.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

We endeavor to schedule periodic performance evaluations after the introductory period and at the end of each fiscal year, which gives teachers an opportunity to discuss their work performance with their supervisor. In addition, teachers are given continuous input regarding their performance where improvement is desirable. During the formal performance review, the manager will consider the following issues, among others; attendance, initiative and effort, knowledge of instruction, work habits, attitude and conditions under which the teacher works. The performance review is designed to identify the teacher's strengths and also inform them of areas where improvement may be required. At the performance review performance goals are written for the year.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Academic Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	.3
Social Worker	7
Nurse	2
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	1
Occupational Therapy Specialist	.1
Psychiatrist	1

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Every student has standards aligned non-adopted, curriculum materials. We use EPS, Orton-Gillingham, Sopris West, Novelties and Jamestown publishers	0%
Mathematics	Every student has standards aligned non-adopted, curriculum materials. We use Key-to-Math, Saxon Math and Making Math Real.	0%
Science	Every student has standards aligned non-adopted, curriculum materials. We use Globe Fearon, Milliken Publishers	0%
History-Social Science	Every student has standards aligned non-adopted, curriculum materials. We use EPS and Globe Fearon	0%
Foreign Language	Not offered here	
Health	Every student has standards aligned non-adopted, curriculum materials. We use FLASH.	0%
Science Laboratory Equipment (grades 9-12)	Not currently offered	

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$28,175	\$51,764
District	*	\$61,116
Percent Difference – School Site and District	*	15%
State	*	\$59,825
Percent Difference – School Site and State	*	13%

*Data will be added when available

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title 1 (Neglected or Delinquent)

- Comprehensive academic achievement assessment and report for each child.

Day Treatment Intensive Mental Health Services:

- Care Management
- Therapeutic Milieu (with a clinical "Treatment Manager" based in each pod)
- Individual and group Psychotherapy
- Social skill development
- Emotional skill development
- Behavior analysis
- Family Therapy/Family Conferencing
- Psychiatric/Medications/Nursing services

Child Care Services (California Department of Education, Child Development Division, GHAN)

- Before and after school support services
- School support and child development services

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	Nonpublic School Data
Beginning Teacher Salary	46,800
Mid-Range Teacher Salary	53,040
Highest Teacher Salary	61,776

Percent of Budget for Teacher Salaries	27%
Percent of Budget for Administrative Salaries	7%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District (data is "at or above basic")		
	2005	2006	2004	2005	2006
English-Language Arts	*	0%	40%	45%	**
Mathematics	*	0%	40%	46%	**
Science	*	0%	27%	30%	**
History-Social Science	*	0%	35%	40%	**

* Data not available through state database

** Not yet available

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%
White (not Hispanic)	0%	0%	0%	0%
Male	0%	0%	0%	0%
Female	0%	0%	0%	0%
Economically Disadvantaged	0%	0%	0%	0%
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District (SFUSD)		
	2004	2005	2006	2004	2005	2006
Reading	*	*	0%	46	43	
Mathematics	*	*	0%	58	59	

* Will be added when SFUSD database is accessible.

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Pacific Islander	0%	0%
White (not Hispanic)	0%	0%
Male	0%	0%
Female	0%	0%
Economically Disadvantaged	0%	0%
English Learners	n/a	n/a
Students with Disabilities	0%	0%
Students Receiving Migrant Education Services	n/a	n/a

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	*
7	*
9	*

* Data not available through state database

IX. Accountability

Academic Performance Index*

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison*

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Changes by Student Group – Three-Year Comparison *

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	*	*	*	*
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*

*Data not available through state database. Waiting for new district database to be accessible.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District (SFUSD)
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	*	Yes

*Data could not be found through state database. Waiting for new district database to be accessible.

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School		District			State		
	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0%	0%			5.4%		7.2%	7.8%

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

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

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Edgewood's Nonpublic school is led by its Principal, and Director of Day Treatment Services, David Lurie. Mr. Lurie holds a MA degree in special education, as well as an Integrated Services Specialist Certificate, from San Francisco State University. He also holds full California Special Education and General Education teaching credentials, as well as an Administrative Services Credential. He received his BA degree in History from UCLA. Prior to joining Edgewood, he served as school director for a Palo Alto nonpublic school and day treatment program. Mr. Lurie brings an extensive background in developing curricula and programs for behaviorally and educationally challenged children and adolescents. He has received extensive training in behavior analysis, positive behavioral support, and emergency behavioral interventions. Furthermore, he taught a course in Learning Disabilities and Learning Differences for UC Berkeley Extension's Education Department.

Mr. Lurie directly supervises Gussie Fallerder who serves as Edgewood's Educational Specialist. Ms. Fallerder holds an MA degree in Special Education, as well as both Special Education and Single Subject General Education credentials in California. She is also a certified instructor in Slingerland, a specialized multi-sensory reading and writing instructional program, as well as Making Math Real, a specialized remedial mathematics instructional program. She developed her curriculum skills over many years as a classroom teacher for students who face intensive learning, emotional and behavioral challenges.

Gussie Fallerder supervises the nonpublic school teaching staff of seven credentialed teachers. She coordinates an ongoing program of professional development that involves group trainings, 1:1 mentoring, bringing outside speakers and trainers to campus, and sending teachers to outside trainings in specialized teaching strategies (e.g. Slingerland). She also oversees the program's curriculum resources by ensuring the acquisition of standards-based, state-adopted curriculum texts, as well as supplementary materials that address the discrete educational needs of the individuals Edgewood serves.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Teacher mentorship program

At Edgewood teachers at every level of our school structure are part of the mentorship program. This program uses observation and conferencing, on-site teacher seminars, off-site professional development and resources to develop teacher growth.

Observation and feedback is the first approach to teacher mentorship. Each teacher will periodically be observed by the Educational Specialist. These observations are followed by a mentoring session in which specific feedback is given and a support/improvement plan is agreed upon.

On-site teacher seminars take place within the teacher meeting time, twice a month after the school day and cover topics including, but not limited to:

- Desire Results process-CA Board of Education, Child Development Division
- Unit/Lesson planning
- Specific curricula
- Individualized Educational Plans

Off-site professional development takes place with respected education agencies in the area which are aligned with our philosophy of education. Some of those agencies include, but are not limited to:

- Making Math Real Institute
- Slingerland Institute
- International Dyslexia Association
- San Francisco Unified School District

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes		State Requirement
	Offered within regular school year (180 days)	Offered within extended school year (220 days)	
1	52,380	64,020	50,400
2	52,380	64,020	50,400
3	52,380	64,020	50,400
4	55,080	64,020	54,000
5	55,080	64,020	54,000
6	55,080	64,020	54,000
7	55,080	64,020	54,000
8	55,080	64,020	54,000
9	55,080*	64,020*	64,800
10	55,080*	64,020*	64,800

*Deficiency in high school instructional minutes will be corrected in 07-08 instructional year.

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Every Wednesday is a shortened school day for all grades. School concludes at 1:00 in order to allow for extensive program planning, staff training, and interdisciplinary collaboration.

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