

Edison High School

1425 South Center St. • Stockton, CA 95206 • (209) 933-7425 • Grades 9-12

Brian Biedermann, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

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District Governing Board

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Andrea Burrise

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Colleen Keenan

Maria Mendez

Angela Phillips

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District Administration

Ms. Julie Penn
Superintendent

Principal's Message

The day unfolds gracefully at Edison High School, where the mature trees balance their limbs over the tile roof, scattering shade. The steps leading into the main hall are wide and welcoming; students gather there to greet each other before heading through the doors and into the interior of the school. Built in 1941, Edison has a traditional appeal that is unmatched by the other three comprehensive high schools in the Stockton Unified School District. Edison pride runs strong in the South Stockton community. Because the surrounding neighborhoods are well-established, many families have had multiple generations attend Edison High. Local businesses have extended themselves to assist the fundraising efforts of Edison's extracurricular activities, creating positive relationships that benefit students. The school serves the community as an important representation of the past, present, and future.

On behalf of the faculty, we would like to welcome you to Edison High School for the coming year. We are looking forward to assisting you in fulfilling your educational goals. Edison High School has a history of fine academic and extracurricular accomplishments. We expect you to meet goals, which have been set to carry on the tradition and make this a better place.

Edison High School is an Emerging AVID National Demonstration Site. Edison has received certification for the past eight years and will soon become one of the very few National Demonstration High Schools in the Country (Less than one percent). Our validation date is in March of 2015. Edison is using our on-site AVID professional development as our transition to Common Core.

Edison High School is the district Math and Science Magnet School (Transitioning to the STEM magnet – Science, Technology, Engineering and Math) with college level courses in each area, both AP and general interest:

AP World History, AP United States History, AP Government, AP Calculus (AB/BC), AP Statistics, AP Language, AP Literature, AP Spanish, AP Biology, and AP Chemistry.

Edison also has developed an Engineering pathway that will lead students to certification and college bound careers. Edison is currently in articulation talks with Delta and the University of the Pacific with our Engineering Program. Edison's new Engineering and Vocational Education Building was completed in December 2013. The new building houses next generation equipment designed to make our students competitive in their post-secondary pursuits.

This school has partnerships with MESA, San Joaquin County Office of Education and Stanford Medical School. In addition to Math and Science, we offer Advanced Placement programs in 6 other departments. Students are expected to pass the California High School Exit Exam early in their high school career and we offer support courses and programs to assist all students. You can benefit from everything Edison High School has to offer by being actively involved in classes and programs here. If you encounter difficulties, seek out any trained professional, and we will do our best to help you.

We are here to make your years in school as successful as possible. We welcome the opportunity to help you as you proceed through your high school career.

Edison’s Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.

Edison’s Vision: Thomas Alva Edison High School will be locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.

As a school Edison students are committed to the following (ESLRs):

- Succeed by achieving academic and personal goals.
- Organize information to think and communicate effectively.
- Use knowledge to prepare for future academic and vocational experiences.
- Lead by making positive choices.

Thank you

Brian Biedermann,

Principal
Edison High School

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (209) 933-7425.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.2
American Indian or Alaska Native	3.4
Asian	8.4
Filipino	14.2
Hispanic or Latino	57.9
Native Hawaiian/Pacific Islander	0.5
White	1.7
Two or More Races	0.7
Socioeconomically Disadvantaged	88.7
English Learners	19.5
Students with Disabilities	9.5

SOURCE: California Department of Education

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	512
Gr. 10	484
Gr. 11	459
Gr. 12	509
Total	1,964

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Edison High School	12-13	13-14	14-15
Fully Credentialed	92	89	90
Without Full Credential	1	1	3
Teaching Outside Subject Area of Competence	1	1	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Edison High School	12-13	13-14	14-15
Teachers of English Learners	16	0	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	3	2	2

* "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.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.29	1.71
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>9-12 Math, Algebra I, II & Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p> <p>Calculus HM</p> <p>Adopted in 2006</p> <p>PreCalculus</p> <p>Adopted in 2006</p> <p>Statistics McDougal</p> <p>Adopted in 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Holt Earth Science</p> <p>Adopted in 2007</p> <p>Biology</p> <p>Adopted in 2007</p> <p>Chemistry: Matter and Change</p> <p>Adopted in 2007</p> <p>Physics: Principles and Problems</p> <p>Adopted in 2007</p> <p>Health Glencoe</p> <p>Adopted in 2005</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>World History: The Modern World</p> <p>Adopted in 2007</p> <p>The American Vision: Modern Times</p> <p>Adopted in 2006</p> <p>Magruder's American Government</p> <p>Adopted in 2006</p> <p>Economics: Principles in Action</p> <p>Adopted in 2007</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>French - McDougal</p> <p>Adopted in 2001</p> <p>Spanish – Prentice Hall</p> <p>Adopted in 2000</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment and to meet the guidelines for Class Size Reduction (CSR).

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

As part of Measure Q our Athletic Facilities have been remodeled and opened this year. Measure Q will continue to modernize the entire campus in several phases over the next few years. Our new Engineering and Vocational Education building will break ground in the fall of 2013.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 8/26/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	E-111: some type of alarm keeps beeping
Interior: Interior Surfaces	[]	[]	[X]	boys & girls restrooms: girls rr in toal hall missing ceiling tile, boys gym: loose ceiling tile, vents needed cleaning. boys lockerroom: lockerroom rr cobweds, light cover dirty,broken lockersand grafitti. C-10: trim around door loose. C21: stained ceiling tile C-31: stained ceiling tile, rips on walls. multipurpose/ kitchen: a/c vent needs to be cleaned in kitchen, café floor tile broken through out overall: broken floor tile throughout site,walkway between main building and wings lot of cracks,missing and loose ceiling tile,hole in asphaltby portable103. P-101: carpet torn and dirty, a/c vents needed cleaning. P-93: P-98: carpet torn and dirty. rm-12: crack floor tile by door. rm-44: loose ceiling tile, vents needed cleaning. rm-54: stained and missing ceiling tile. rm-66: stained and missing ceiling tile, north wall has holes. rm-77: curtain of track rm-82: missing baseboards, holes in wall. SE-1: stained ceiling tile. SE-6: stained ceiling tile.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/26/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	multipurpose/ kitchen: a/c vent needs to be cleaned in kitchen, café floor tile broken through out overall: broken floor tile throughout site, walkway between main building and wings lot of cracks, missing and loose ceiling tile, hole in asphalt by portable 103. P-101: carpet torn and dirty, a/c vents needed cleaning. P-98: carpet torn and dirty. rm-3: curtains off track, west wall outlets keep tripping off.
Electrical: Electrical	[X]	[]	[]	P-93:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	boys lockerroom: lockerroom rr cobwebs, light cover dirty, broken lockers and graffiti
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	overall: broken floor tile throughout site, walkway between main building and wings lot of cracks, missing and loose ceiling tile, hole in asphalt by portable 103.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[]	[X]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	38	39	34	35	34	34	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

SOURCE: California Department of Education

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	26	31	34	36	38	37	54	56	55
Math	10	11	13	34	34	34	49	50	50
HSS	18	25	24	26	27	27	48	49	49

* STAR Program was last administered in 2012-13. 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.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	2	2
Similar Schools	1	2	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	23.6	16.5	20.1

* 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.

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	34	
All Student at the School	34	
Male	35	
Female	33	
Black or African American	19	
American Indian or Alaska Native		
Asian	45	
Filipino	49	
Hispanic or Latino	30	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	32	
English Learners	7	
Students with Disabilities	14	
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-4	45	12
Black or African American	-5	46	-40
American Indian or Alaska Native			
Asian	10	4	-6
Filipino	10	33	6
Hispanic or Latino	-5	53	24
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	7	44	16
English Learners	-16	33	44
Students with Disabilities	-16	40	

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Each school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

- College Preparation Nights
- AVID Parent Nights
- Adult Education classes for GED and citizenship
- After School Programs
- Counseling services when available
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- English as a Second Language for adults (ESL)
- Family Health Centers and programs when and where available
- GATE
- Parent Resource Center
- Parent/Student conferences when possible
- Parent/Teacher organizations (PTA/PTO/PTC)
- School Readiness Program (ages 0-5)
- School Site Council (SSC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance (Jupiter Grades online system is used at Edison for parents to view student information).
- Monitoring completion of student homework (Jupiter Grades)
- Monitoring and regulating television viewing
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office.

State Priority: School Climate

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

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

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Campus Security supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The school grounds are safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Edison also using Plasco Trac to electronically scan students for positive (PBIS) and compliance concerns. All students carry their student identification cards so security can scan them throughout the day.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.8	11.0	9.5
Expulsions Rate	0.4	0.0	0.5
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	51	
Percent of Schools Currently in Program Improvement	87.9	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.0
Social Worker	.10
Nurse	.20
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	470

* 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.

SOURCE: This information is provided by the school district.

SOURCE: California Department of Education

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	24	23	25	19	17	16	26	16	13	5	11	17
Math	29.4	23	28	3	15	8	17	17	12	6	11	17
Science	26.1	25	26	2	5	4	30	28	26	0		3
SS	28.1	27	29	4	6	4	25	24	8	7	14	16

* 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.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,274	\$2,279	\$9,995	\$60,732
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			100.7	-0.7
Percent Difference: School Site/ State			113.1	-14.1

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

Types of Services Funded at Edison High School

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers at Edison High School

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	23	18	49	35	17
All Students at the School	68	20	12	50	36	14
Male	72	17	11	50	37	13
Female	63	23	13	50	35	16
Black or African American	85	10	5	64	33	3
American Indian or Alaska Native	62	15	23	54	31	15
Asian	48	35	16	23	50	27
Filipino	47	27	26	18	44	38
Hispanic or Latino	72	18	9	59	33	9
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	70	19	10	51	36	13
English Learners	99		1	85	14	1
Students with Disabilities	95		5	92	8	
Students Receiving Migrant Education Services						

* 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.

SOURCE: California Department of Education

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Edison High School	2011-12	2012-13	2013-14
English-Language Arts	37	39	32
Mathematics	41	46	50
Stockton Unified School District	2011-12	2012-13	2013-14
English-Language Arts	42	44	35
Mathematics	46	49	42
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

SOURCE: California Department of Education

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	97.82	85.27	84.56
Black or African American	101.82	83.67	75.90
American Indian or Alaska Native	91.67	83.50	77.82
Asian	94.55	91.12	92.94
Filipino	94.74	96.25	92.20
Hispanic or Latino	98.96	84.50	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	100.00	77.11	90.15
Two or More Races	100.00	62.50	89.03
Socioeconomically Disadvantaged	94.80	82.94	82.58
English Learners	94.57	73.11	53.68
Students with Disabilities	76.67	66.15	60.31

SOURCE: California Department of Education

Dropout Rate and Graduation Rate			
Edison High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	24.5	15.1	7.7
Graduation Rate	72.71	75.19	86.68
Stockton Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	24.2	19.4	9.9
Graduation Rate	70.99	71.09	83.09
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

SOURCE: California Department of Education

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics	1	◆
Science	1	◆
Social Science	2	◆
All courses	6	0.4

* Where there are student course enrollments.

SOURCE: California Department of Education

◆ no data required.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	55.24
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	10.12

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	655
% of pupils completing a CTE program and earning a high school diploma	97%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12%

SOURCE: This information is provided by the school district.

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 655 students in career technical education courses.

Edison High currently has a growing number of CTE courses on site. Edison's CTE courses can be found in several career and college pathways on campus. The CTE courses are:

- Drafting 1-2, 3-4
- Computer Programming
- Construction 1-2, 3-4
- Engineering 1-2, 3-4, 5-6, 7-8
- Video Production
- Web Design
- Foods 1-2/3-4
- Accounting

Marketing You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.