

Edison High School

100 W. Dr. Martin Luther King BLVD • Stockton, CA 95206 • (209) 933-7425 • Grades 9-12

Brian Biedermann, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Stockton Unified School District

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District Governing Board

Gloria Allen
Andrea Burrise
Kathleen Garcia
Colleen Keenan
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Ms. Julie Penn
Superintendent
Ms. Julie Penn
Interim Superintendent
Dr. Mark Hagemann
Interim Deputy Superintendent

Principal's Message

The entrance into the state of the art new building is 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 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). Edison is using our on-site AVID professional development as our transition to Common Core.

"To achieve the honor of being an AVID Demonstration School, a school must exhibit a college-going culture evident throughout the campus, through rigor and high expectations for all students. Edison's core program must provide excellent tutorials and quality implementation of the curriculum. A demonstration school takes on the role of being an AVID learning site for other schools and organizations to observe in action."

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.

Thank you

Brian Biedermann, Principal Edison High School

About the SARC

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 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 at (209) 933-7425 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	501
Grade 10	518
Grade 11	471
Grade 12	467
Total Enrollment	1,957

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.7
American Indian or Alaska Native	3.6
Asian	9.1
Filipino	13.5
Hispanic or Latino	59.4
Native Hawaiian or Pacific Islander	0.4
White	2
Two or More Races	0.4
Socioeconomically Disadvantaged	85.8
English Learners	22.4
Students with Disabilities	10.7
Foster Youth	0.8

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	13-14	14-15	15-16
With Full Credential	89	90	80
Without Full Credential	1	3	9
Teaching Outside Subject Area of Competence	1	0	1
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Edison High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	2	2	5

* "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

2014-15 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	96.1	3.9
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>9-12 Math, Algebra I, II & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>Calculus HM Adopted in 2006</p> <p>PreCalculus Adopted in 2006</p> <p>Statistics McDougal Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>California Holt Earth Science Adopted in 2007</p> <p>Biology Adopted in 2007</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>Health Glencoe Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>World History: The Modern World Adopted in 2007</p> <p>The American Vision: Modern Times Adopted in 2006</p> <p>Magruder's American Government Adopted in 2006</p> <p>Economics: Principles in Action Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	French - McDougal Adopted in 2001 Spanish – Prentice Hall Adopted in 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 7/22/2015				
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	boys & girls restrooms: paint peeling off partition boys RR, girls RR main hallway missing cover off water shutoff. C-17: rips on walls, internet outlet needs to be secured. C-26: rips on walls. C-31: rips on walls, leaking door closer. C-8: stained ceiling tile. overall: rips on hallway walls, main hallway broken floor tile, concrete walkway between building in bad condition, paint peeling off gutters P-101: carpet worn, rips on walls. P-92: carpet worn, lot of wire on floor. P-97: carpet worn, rips on walls. SC-1: stained ceiling tile SC-10: stained ceiling tile, missing outlet cover. SC-3: stained ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/22/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical		X			C-17: rips on walls, internet outlet needs to be secured. P-92: carpet worn, lot of wire on floor. SC-10: stained ceiling tile, missing outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				overall: rips on hallway walls, main hallway broken floor tile, concrete walkway between building in bad condition, paint peeling off gutters
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				X	overall: rips on hallway walls, main hallway broken floor tile, concrete walkway between building in bad condition, paint peeling off gutters
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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	27	23	44
Math	13	17	33

* 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

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	37	33	25	32	31	29	59	60	56

* Results are for 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.80	19.10	16.60

* 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

2014-15 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	29
All Student at the School	25
Male	28
Female	24
Black or African American	14
American Indian or Alaska Native	22
Asian	25
Filipino	46
Hispanic or Latino	22
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	3
English Learners	1
Students with Disabilities	25
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	473	430	90.9	44	27	22	5
Male	11	473	238	50.3	52	23	19	3
Female	11	473	192	40.6	34	32	26	7
Black or African American	11	473	35	7.4	66	20	11	3
American Indian or Alaska Native	11	473	11	2.3	55	27	18	0
Asian	11	473	46	9.7	39	22	33	4
Filipino	11	473	74	15.6	19	30	36	15
Hispanic or Latino	11	473	253	53.5	48	28	18	3

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	11	473	2	0.4	--	--	--	--
White	11	473	9	1.9	--	--	--	--
Socioeconomically Disadvantaged	11	473	371	78.4	45	26	22	4
Students with Disabilities	11	473	28	5.9	89	0	7	0
Students Receiving Migrant Education Services	11	473	9	1.9	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

SOURCE: California Department of Education

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	473	429	90.7	67	20	12	1
Male	11	473	238	50.3	69	18	11	1
Female	11	473	191	40.4	63	22	13	2
Black or African American	11	473	34	7.2	85	6	6	3
American Indian or Alaska Native	11	473	11	2.3	82	9	9	0
Asian	11	473	46	9.7	52	28	17	2
Filipino	11	473	76	16.1	39	30	26	4
Hispanic or Latino	11	473	251	53.1	74	18	8	0
Native Hawaiian or Pacific Islander	11	473	2	0.4	--	--	--	--
White	11	473	9	1.9	--	--	--	--
Socioeconomically Disadvantaged	11	473	368	77.8	69	19	10	1
Students with Disabilities	11	473	28	5.9	100	0	0	0
Students Receiving Migrant Education Services	11	473	9	1.9	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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

Our 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
Magnet Fairs and Magnet Nights.
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 (Now called HERO) 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.

Edison fully participates in PLUS and trains our students to take ownership of their school and solve problems in a positive and safe manner.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	11.04	9.55	9.00
Expulsions Rate	0.00	0.47	0.19
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

SOURCE: California Department of Education

2015-16 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 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	23	25	27	17	16	12	16	13	20	11	17	19
Math	23	28	28	15	8	7	17	12	11	11	17	17
Science	25	26	27	5	4	5	28	26	21		3	6
SS	27	29	27	6	4	7	24	8	6	14	16	17

* 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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0.08
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	489

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	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

Types of Services Funded

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)
- AVID
- Professional Learning Communities

Professional Development provided for Teachers

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. Additionally, onsite coaching is provided. Edison also has a full release instructional coach that focuses on AVID and the PLC Process.

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

AVID Professional Development occurs monthly on site.

Please see attachment (Labeled Weekly Schedule) for an example of the AVID and PLC Schedule.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10624.92	2257.61	8367.31	60201.47
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			67.9	-1.6
Percent Difference: School Site/ State			78.4	-14.9

* Cells with ◆ do not require data.

SOURCE: Information is provided by the school district and California Department of Education.
◆ no data required.

2014-15 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	60	22	18	55	33	13
All Students at the School	69	19	12	59	30	10
Male	76	15	9	63	29	8
Female	62	22	16	56	32	13
Black or African American	74	19	7	71	21	7
American Indian or Alaska Native	78	17	6	53	37	11
Asian	76	21	3	73	21	6
Filipino	56	28	16	32	56	12
Hispanic or Latino	70	17	13	62	27	11
Socioeconomically Disadvantaged	70	18	12	59	30	11
English Learners	97	3		91	8	1
Students with Disabilities	98	2		93	7	

* 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	2012-13	2013-14	2014-15
English-Language Arts	39	32	31
Mathematics	46	50	41
Stockton Unified School District	2012-13	2013-14	2014-15
English-Language Arts	44	35	34
Mathematics	49	42	38
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Edison High School	2011-12	2012-13	2013-14
Dropout Rate	15.10	7.70	20.40
Graduation Rate	75.19	86.68	70.71
Stockton Unified School District	2011-12	2012-13	2013-14
Dropout Rate	19.40	9.90	17.90
Graduation Rate	71.09	83.09	76.40
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	491
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12%

SOURCE: This information is provided by the school district.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	73.48	75.95	84.6
Black or African American	73.33	67.21	76
American Indian or Alaska Native	42.11	58.72	78.07
Asian	88.64	82.39	92.62
Filipino	80.88	87.31	96.49
Hispanic or Latino	71.73	76.3	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	50	76.53	89.93
Two or More Races	133.33	81.82	82.8
Socioeconomically Disadvantaged	34	40	61.28
English Learners	43.18	44.28	50.76
Students with Disabilities	72.37	76.64	81.36
Foster Youth	--	--	--

SOURCE: California Department of Education

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	83.25
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	34.49

SOURCE: California Department of Education

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	1	♦
Science		♦
Social Science	1	♦
All courses	3	.4

* Where there are student course enrollments.

SOURCE: California Department of Education

♦ no data required.

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 491 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 I, II
- Computer Programming
- Construction I
- Engineering I, II, III, IV
- Video Production I
- Web Design I
- Foods I, II
- Accounting I
- Wood I, II

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.

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, the county, and the state. 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.