

# 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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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
www.stocktonusd.net

### District Governing Board

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

### District Administration

Eliseo Dávalos, Ph.D.  
**Superintendent**  
Mr. Thomas Anderson  
**Assistant Superintendent,  
Educational Services**

### 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 meet proficiency on MAP and CAASP assessments 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.

### **Student Learner Outcomes**

Succeed by achieving academic and personal goals.  
Organize information to think and communicate effectively.  
Use knowledge to prepare for college and career.  
Lead by making positive choices.

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	535
Grade 10	509
Grade 11	496
Grade 12	455
<b>Total Enrollment</b>	<b>1,995</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	3.3
Asian	8.5
Filipino	12.9
Hispanic or Latino	60.6
Native Hawaiian or Pacific Islander	0.3
White	2.7
Two or More Races	0.7
Socioeconomically Disadvantaged	92.6
English Learners	24.4
Students with Disabilities	10.9
Foster Youth	0.7

## 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	14-15	15-16	16-17
With Full Credential	90	80	77
Without Full Credential	3	9	14
Teaching Outside Subject Area of Competence	0	1	2
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Edison High School	14-15	15-16	16-17
Teachers of English Learners	0	0	2
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	2	5	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	86.6	13.4
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

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: July 12, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>9-12 Math, Algebra I, II &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>California Holt Earth Science Adopted in 2007</p> <p>Biology Adopted in 2007 CK-12 Biology Adopted in 2016</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>CK-12 Integrated Physical Science Adopted 2016</p> <p>Health Glencoe Adopted in 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: July 12, 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	World History: The Modern World Adopted in 2007  The American Vision: Modern Times Adopted in 2006  CK-12 US History Adopted 2016  Magruder's American Government Adopted in 2006  Economics: Principles in Action Adopted in 2007  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>
<b>Foreign Language</b>	French - Vista Learning Adopted in 2015  Spanish – Vista Learning Adopted in 2015  Chinese - Cheng-Tsui Co Adopted in 2009  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>

**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: 7/18/2016**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces			X		boys&girls restrooms: light cover need to be clean,missing panel under sink restroom by library,broken floor and wall tile in boys restroom by rm 78. c -15: rips on wall,stained ceil tile. c- 21: walls need painting. c-31: rips on wall,stained ceil tile. overall: east side of school walkways and asphalt by library broken up,hole in asphalt by rm 103 needs to be filled. p-101: carpet in bad condition, rips on walls. p-92: carpet in bad condition,misssing ceiling tile. p-96: carpet in bad condition, rips on walls. rm 78: missing floor tile,walls need to be painted. rm 81: missing base board,peeling paint,
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				overall: east side of school walkways and asphalt by library broken up,hole in asphalt by rm 103 needs to be filled.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	28	41	24	25	44	48
Math	13	14	18	21	34	36

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

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	33	25	28	31	29	30	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.2	23	21.9

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	473	451	95.4	27.7
Male	243	228	93.8	31.6
Female	230	223	97.0	23.8
Black or African American	56	54	96.4	27.8
American Indian or Alaska Native	18	17	94.4	35.3
Asian	42	40	95.2	32.5
Filipino	52	52	100.0	53.9
Hispanic or Latino	293	277	94.5	21.7
Socioeconomically Disadvantaged	291	274	94.2	22.6
English Learners	120	107	89.2	3.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 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 Met or Exceeded
All Students	11	480	450	93.8	40.9
Male	11	234	216	92.3	33.3
Female	11	246	234	95.1	48.0
Black or African American	11	54	50	92.6	28.0
American Indian or Alaska Native	11	15	13	86.7	38.5
Asian	11	50	46	92.0	55.6
Filipino	11	69	66	95.7	62.1
Hispanic or Latino	11	274	259	94.5	36.4
White	11	12	10	83.3	44.4
Socioeconomically Disadvantaged	11	291	269	92.4	37.6
English Learners	11	114	102	89.5	6.9

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	479	449	93.7	14.3
Male	11	233	216	92.7	12.5
Female	11	246	233	94.7	16.1
Black or African American	11	54	51	94.4	12.0
American Indian or Alaska Native	11	15	13	86.7	7.7
Asian	11	50	45	90.0	13.3
Filipino	11	69	66	95.7	27.3
Hispanic or Latino	11	273	259	94.9	11.7
White	11	12	9	75.0	33.3
Socioeconomically Disadvantaged	11	290	267	92.1	12.1
English Learners	11	114	103	90.3	1.0

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students



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

## 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 (School Year 2016-17)

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	2013-14	2014-15	2015-16
Suspensions Rate	9.6	9.0	11.6
Expulsions Rate	0.5	0.2	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### 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.

2016-17 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	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.5
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.0
Social Worker	.06
Nurse	.20
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	444

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	25	27	26	16	12	23	13	20	48	17	19	28
Mathematics	28	28	25	8	7	19	12	11	36	17	17	16
Science	26	27	23	4	5	19	26	21	45	3	6	1
Social Science	29	27	28	4	7	8	8	6	32	16	17	15

\* 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.

#### 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 CAASPP state assessment 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Edison High School	2011-12	2013-14	2014-15
Dropout Rate	7.70	20.40	13.10
Graduation Rate	86.68	70.71	80.35
Stockton Unified School District	2011-12	2013-14	2014-15
Dropout Rate	9.90	17.90	11.80
Graduation Rate	83.09	76.40	82.63
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	281
% of pupils completing a CTE program and earning a high school diploma	93%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7861.47	1569.41	6292.07	69703.88
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-9.1	6.1
Percent Difference: School Site/ State			10.8	-8.1

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	83.25
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	35.6

\* Where there are student course enrollments.

2015-16 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	2	♦
Science	1	♦
Social Science	3	♦
All courses	8	12

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	86	82	86
Black or African American	83	74	78
American Indian or Alaska Native	86	77	78
Asian	95	89	93
Filipino	100	97	93
Hispanic or Latino	82	82	83
Native Hawaiian/Pacific Islander	100	89	85
White	75	75	91
Two or More Races	100	81	89
Socioeconomically Disadvantaged	43	43	66
English Learners	72	60	54
Students with Disabilities	86	82	78

### 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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