

# 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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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Stockton Unified School District

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

### District Governing Board

Cecilia Mendez  
Andrea Burrise  
Kathleen Garcia  
Lange P. Luntao  
Maria Mendez  
Angela Phillips  
Steve Smith

### District Administration

Dan Wright, Acting Superintendent  
**Superintendent**  
Dr. Ward Andrus  
**Assistant Superintendent,  
Educational Services**

### School Description

#### 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 believes that continued student success can only be achieved through a collaborative culture with a focus on learning for all. For this reason, all faculty members participate in the Professional Learning Community (PLC) model on a weekly basis; during this time, PLCs meet to analyze student data, including common formative assessments (CFAs), as well as researching best practices in order to improve instruction. One of the goals at Edison High School is to become a model PLC school in order to ensure that all students are college and career ready by the end of their high school journey.

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

AP Calculus (AB/BC), AP Statistics, 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. We are also in the process of developing a Computer Science pathway which should begin in the 2017-2018 school year. This is being done in collaboration with Project Lead the Way (PLTW) and the expectation is that Edison High will also become a recognized PLTW school.

The 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 provide the support you need to be successful.

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 a 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	603
Grade 10	555
Grade 11	482
Grade 12	474
<b>Total Enrollment</b>	<b>2,114</b>

**2016-17 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	12.2
American Indian or Alaska Native	3
Asian	8.6
Filipino	11.1
Hispanic or Latino	62
Native Hawaiian or Pacific Islander	0.3
White	1.7
Two or More Races	1.1
Socioeconomically Disadvantaged	89.1
English Learners	23.6
Students with Disabilities	12.3
Foster Youth	0.7

**A. Conditions of Learning**

**State Priority: Basic**

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

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

Teacher Credentials			
Edison High School	15-16	16-17	17-18
With Full Credential	80	77	75
Without Full Credential	9	14	16
Teaching Outside Subject Area of Competence	1	2	1
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Edison High School	15-16	16-17	17-18
Teachers of English Learners	0	2	0
Total Teacher Misassignments	0	2	1
Vacant Teacher Positions	5	0	1

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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>
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:      N/A</b>

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

**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: 8/3/2017**

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	Auditorium east Boys R/R: entrance door both sides-paint, interior walls-paint, west wall crack tiles-replace, crack ceiling tiles-replace, east wall socket cover plate-replace Auditorium east Girls R/R: entrance door both sides-paint, interior walls-paint, stain ceiling tiles and missing-replace, west wall holes in tiles-replace C-MOC: carpet-replace, stain and crack ceiling tiles-replace, interior walls-paint, west baseboard missing-replace CR-1: east wall dumtar-repair, entrance door-sand and varnish, west wall chalkboards trays missing-replace CR-6: entrance door-sand and varnish, carpet-replace, north and south baseboard missing-replace, east wall dumtar-repair, crack ceiling tiles-replace P-91: ramp and handrails-paint, holes in ceiling tiles-replace, north and east wall dumtar-repair, enytrance door interior side-paint P-94: ramp-repair and paint, handrails-paint, carpet-replace, north wall dumtar-repair, crack ceiling tiles-replace, entrance door interior side-paint P-96: carpet-replace, ramp-repair and paint, handrails-paint, north and east wallwall dumtar-repair, ceiling tiles holes-replace, entrance door interior side-paint P-99: handrails-paint, carpet-replace, south wall dumtar-repair Rm-79: entrance door both sides-paint, interior walls-paint, interior doors and frames-paint, crack ceiling tiles-replace, north cabinets-paint Rm-82: entrance door both sides-paint, interior walls-paint, south wall baseboard missing-replace SC-1: entrance door-sand and varnish, entrance floor tile crack-replace, counter tops-repair, stain ceiling tile-replace SC-3: entrance door-sand and varnish, counter tops-repair, cabinets-sand and varnish, island couner top-replace and sand base and varnish, stain and crack ceiling tiles-replace SC-5: entrance door-sand and varnish, baseboard by entrance missing-replace, west wall dumtar-replair, counter tops-repair, cabinets-sand and varnish, stain ceiling tile-replace, north west cornercrack floor tile-replace SC-8: entrance door-sand and varnish, crack ceiling tiles-replace, tables and couner top-repair, island counter top-repair, counter top base-sand and varnish

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/3/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				west of boys gym-Boys R/R: entrance and interior doors and frames-paint, mirror-replace, facuets-replace, interior walls-paint, toilet partitions-paint west of boys gym-Girls R/R: entrance door and frame-paint, toilet partitions stain and carved into-replace
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Auditorium east Boys R/R: entrance door both sides-paint, interior walls-paint, west wall crack tiles-replace, crack ceiling tiles-replace, east wall socket cover plate-replace
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			west of boys gym-Boys R/R: entrance and interior doors and frames-paint, mirror-replace, facuets-replace, interior walls-paint, toilet partitions-paint
<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	Auditorium east Boys R/R: entrance door both sides-paint, interior walls-paint, west wall crack tiles-replace, crack ceiling tiles-replace, east wall socket cover plate-replace Auditorium east Girls R/R: entrance door both sides-paint, interior walls-paint, stain ceiling tiles and missing-replace, west wall holes in tiles-replace C-MOC: carpet-replace, stain and crack ceiling tiles-replace, interior walls-paint, west baseboard missing-replace CR-1: east wall dumtar-repair, entrance door-sand and varnish, west wall chalkboards trays missing-replace CR-6: entrance door-sand and varnish, carpet-replace, north and south baseboard missing-replace, east wall dumtar-repair, crack ceiling tiles-replace P-91: ramp and handrails-paint, holes in ceiling tiles-replace, north and east wall dumtar-repair, enytrance door interior side-paint P-94: ramp-repair and paint, handrails-paint, carpet-replace, north wall dumtar-repair, crack ceiling tiles-replace, entrance door interior side-paint P-96: carpet-replace, ramp-repair and paint, handrails-paint, north and east wallwall dumtar-repair, ceiling tiles holes-replace, entrance door interior side-paint Rm-79: entrance door both sides-paint, interior walls-paint, interior doors and

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/3/2017**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
					frames-paint, crack ceiling tiles-replace, north cabinets-paint Rm-82: entrance door both sides-paint, interior walls-paint, south wall baseboard missing-replace SC-1: entrance door-sand and varnish, entrance floor tile crack-replace, counter tops-repair, stain ceiling tile-replace SC-3: entrance door-sand and varnish, counter tops-repair, cabinets-sand and varnish, island couter top-replace and sand base and varnish, stain and crack ceiling tiles-replace SC-5: entrance door-sand and varnish, baseboard by entrance missing-replace, west wall dumtar-repair, counter tops-repair, cabinets-sand and varnish, stain ceiling tile-replace, north west cornercrack floor tile-replace SC-8: entrance door-sand and varnish, crack ceiling tiles-replace, tables and couter top-repair, island counter top-repair, counter top base-sand and varnish west of boys gym-Boys R/R: entrance and interior doors and frames-paint, mirror-replace, facuets-replace, interior walls-paint, toilet partitions-paint west of boys gym-Girls R/R: entrance door and frame-paint, toilet partitions stain and carved into-replace
<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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	41	26	25	26	48	48
Math	14	15	21	20	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	25	28	29	30	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.2	26.4	12.9

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	473	454	95.98	26.39
<b>Male</b>	241	232	96.27	19.21
<b>Female</b>	232	222	95.69	33.78
<b>Black or African American</b>	47	47	100	25.53
<b>American Indian or Alaska Native</b>	17	16	94.12	18.75
<b>Asian</b>	49	48	97.96	29.17
<b>Filipino</b>	51	50	98.04	60
<b>Hispanic or Latino</b>	298	283	94.97	21.07
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	395	379	95.95	24.47
<b>English Learners</b>	154	147	95.45	3.45
<b>Students with Disabilities</b>	48	46	95.83	0
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	473	456	96.41	14.73
<b>Male</b>	241	232	96.27	14.72
<b>Female</b>	232	224	96.55	14.73
<b>Black or African American</b>	47	47	100	8.51
<b>American Indian or Alaska Native</b>	17	16	94.12	18.75
<b>Asian</b>	49	48	97.96	22.92
<b>Filipino</b>	51	51	100	35.29
<b>Hispanic or Latino</b>	298	283	94.97	10.64
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	395	381	96.46	12.11
<b>English Learners</b>	154	147	95.45	0.68
<b>Students with Disabilities</b>	48	46	95.83	0
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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

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

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

### **C. Engagement**

#### **State Priority: Parental Involvement**

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

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

#### **Opportunities for Parental Involvement (School Year 2017-18)**

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 State priority: School Climate (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	2014-15	2015-16	2016-17
Suspensions Rate	9.0	11.6	8.7
Expulsions Rate	0.2	0.1	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	4.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.25
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist	0.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	528

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	26	28	12	23	24	20	48	36	19	28	39
Mathematics	28	25	28	7	19	14	11	36	31	17	16	30
Science	27	23	24	5	19	16	21	45	45	6	1	4
Social Science	27	28	30	7	8	6	6	32	32	17	15	18

\* 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
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	2013-14	2014-15	2015-16
Dropout Rate	20.4	13.1	13.1
Graduation Rate	70.71	80.35	82.13
Stockton Unified School District	2013-14	2014-15	2015-16
Dropout Rate	17.9	11.8	12.4
Graduation Rate	76.4	82.63	83.59
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	458
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8340.00	1501.94	6838.05	68202.79
District	♦	♦	7247.82	\$68,852
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-5.7	-0.9
Percent Difference: School Site/ State			4.0	-13.9

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	94.62
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	40

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language		♦
Mathematics	3	♦
Science		♦
Social Science	3	♦
All courses	9	13.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	84.62	83.16	87.11
Black or African American	94.59	78.78	79.19
American Indian or Alaska Native	90.91	83.1	80.17
Asian	88.37	92	94.42
Filipino	94.81	89.17	93.76
Hispanic or Latino	78.91	82.17	84.58
Native Hawaiian/Pacific Islander	100	92.31	86.57
White	100	79.66	90.99
Two or More Races	0	77.78	90.59
Socioeconomically Disadvantaged	84.22	84.91	85.45
English Learners	55.34	63.37	55.44
Students with Disabilities	41.86	43.81	63.9
Foster Youth	100	73.68	68.19

### 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.