



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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<https://www.stocktonusd.net/Edison>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
Lange Luntao
Maria Mendez
Scot McBrian
Candelaria Vargas

District Administration

John E. Deasy, Ph.D.
Superintendent

Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**

Craig Wells
**Assistant Superintendent of
Human Resources**

Sonjhia Lowery
**Assistant Superintendent of
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 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	557
Grade 10	592
Grade 11	536
Grade 12	458
Total Enrollment	2,143

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.6
American Indian or Alaska Native	2.8
Asian	7.2
Filipino	10.3
Hispanic or Latino	65.7
Native Hawaiian or Pacific Islander	0.5
White	1.5
Socioeconomically Disadvantaged	87.4
English Learners	19.4
Students with Disabilities	11.5
Foster Youth	0.5

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	16-17	17-18	18-19
With Full Credential	77	75	72
Without Full Credential	14	16	19
Teaching Outside Subject Area of Competence	2	1	1
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Edison High School	16-17	17-18	18-19
Teachers of English Learners	2	0	0
Total Teacher Misassignments	2	1	1
Vacant Teacher Positions	0	1	0

* Note: "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 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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 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>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: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	10-12 California Houghton Mifflin Harcourt 10 English Modern World History 11 US History Reconstruction to the Present Adopted in 2017 12 Houghton Mifflin Harcourt 12 Economics and American Government Adopted in 2017 10-12 Advanced Placement 10 AP Modern World History 11 AP US History 12 AP American Government Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	French - Vista Learning Adopted in 2015 Spanish – Vista Learning Adopted in 2015 Chinese - Cheng-Tsui Co Adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/17/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Auditorium boys restroom: broken wall tiles, paint walls & door, missing door vent, missing ceiling tiles. Auditorium girls restroom: paint walls, missing ceiling tiles, missing door vent. C15: restrain/paint door, stained ceiling tiles, repair east wall. C-19: broken ceiling tiles, restrain door, paint west wall.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/17/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		C-9: restrain/paint door, stained ceiling tiles. C-hoc: restrain/paint door, broken & stained ceiling tiles, paint /repair walls, missing light fixture cover. CR-7: broken ceiling tiles, restrain door, exposed wires clock missing. E-103: missing baseboard. library: broken floor tiles, wall clock wires exposed, lamps out, partition exposed wires. P-102: stained/ broken ceiling tiles, repalec carpet, missing baseboard, damage west wall, paint ramp rails. P-92: stained ceiling tiles, paint door, repair ramp decking and paint rails, repalce carpet. P-99: stained ceiling tiles, walls damage, paint door, paint ramp rails. P-99A: replace carpet, damage south wall. SC-5: stained ceiling tiles, missing baseboard, damage west wall, lamps out replace. SC-8: stained ceiling tiles, lamps out replace. SC-9: door trim needs paintng, stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	C-hoc: restrain/paint door, broken & stained ceiling tiles, paint /repair walls, missing light fixture cover. CR-7: broken ceiling tiles, restrain door, exposed wires clock missing. library: broken floor tiles, wall clock wires exposed, lamps out, partition exposed wires. SC-5: stained ceiling tiles, missing baseboard, damage west wall, lamps out replace. SC-8: stained ceiling tiles, lamps out replace.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	P-102: stained/ broken ceiling tiles, repalec carpet, missing baseboard, damage west wall, paint ramp rails. P-92: stained ceiling tiles, paint door, repair ramp decking and paint rails, repalce carpet.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/17/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Auditorium boys restroom: broken wall tiles,paint walls& door,missing door vent,missing ceiling tiles. Auditorium girls restroom: paint walls,missing ceiling tiles,missing door vent. Overall: asphalt by library repair, construction at site. P-92: stained ceiling tiles,paint door,repair ramp decking and paint rails,repalce carpet. P-99: stained ceiling tiles,walls damage,paint door,paint ramp rails.
Overall Rating	Fair	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	26.0	33.0	26.0	28.0	48.0	50.0
Math	15.0	12.0	20.0	21.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.8	19.2	9.5

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	528	503	95.27	32.87
Male	270	257	95.19	25.68
Female	258	246	95.35	40.41
Black or African American	57	52	91.23	36.54
American Indian or Alaska Native	17	17	100.00	29.41
Asian	26	26	100.00	53.85
Filipino	53	53	100.00	56.60
Hispanic or Latino	354	336	94.92	27.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.67	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	458	434	94.76	30.95
English Learners	150	144	96.00	10.42
Students with Disabilities	60	54	90.00	3.70
Students Receiving Migrant Education Services	17	17	100.00	17.65
Foster Youth	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	529	503	95.09	11.75
Male	271	259	95.57	10.47
Female	258	244	94.57	13.11
Black or African American	58	53	91.38	3.77
American Indian or Alaska Native	17	17	100	5.88
Asian	26	26	100	15.38
Filipino	53	53	100	37.74
Hispanic or Latino	354	336	94.92	8.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	10	83.33	10
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	458	435	94.98	9.68
English Learners	150	145	96.67	0.69
Students with Disabilities	60	58	96.67	0
Students Receiving Migrant Education Services	17	17	100	0
Foster Youth	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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
- 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, ensuring a safe campus for all. 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 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	2015-16	2016-17	2017-18
Suspensions Rate	11.6	8.7	8.1
Expulsions Rate	0.1	0.1	0.3
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	.25
Resource Specialist (non-teaching)	0.00
Other	0
Average Number of Students per Staff Member	
Academic Counselor	540

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	28.0	28.0	23	24	11	48	36	55	28	39	23
Mathematics	25.0	28.0	28.0	19	14	13	36	31	43	16	30	21
Science	23.0	24.0	26.0	19	16	11	45	45	51	1	4	3
Social Science	28.0	30.0	27.0	8	6	12	32	32	33	15	18	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.

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Edison High School	2014-15	2015-16	2016-17
Dropout Rate	13.1	13.1	10.4
Graduation Rate	80.3	82.1	85.4
Stockton Unified School District	2014-15	2015-16	2016-17
Dropout Rate	11.8	12.4	10.4
Graduation Rate	82.6	83.6	79.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	242
% of pupils completing a CTE program and earning a high school diploma	1%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8593.05	1724.29	6868.76	74280.62
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			10.2	7.6
Percent Difference: School Site/ State			4.4	-6.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	95.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	38.8

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	◆
English	6	◆
Fine and Performing Arts	0	◆
Foreign Language	1	◆
Mathematics	5	◆
Science	0	◆
Social Science	5	◆
All courses	18	14.4

Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	District	State
All Students	86.9	83.7	88.7
Black or African American	88.1	75.6	82.2
American Indian or Alaska Native	90.9	73.9	82.8
Asian	85.7	90.0	94.9
Filipino	97.1	93.8	93.5
Hispanic or Latino	83.8	83.7	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	85.7	74.5	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	87.0	84.0	88.6
English Learners	44.0	50.6	56.7
Students with Disabilities	50.0	50.8	67.1
Foster Youth	66.7	68.2	74.1

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 <https://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.