

# Edison High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Edison High School
<b>Street</b>	21400 Magnolia Street
<b>City, State, Zip</b>	Huntington Beach, CA 92646
<b>Phone Number</b>	(714) 962-1356
<b>Principal</b>	Jennifer Graves
<b>E-mail Address</b>	jgraves@hbuhds.edu
<b>Web Site</b>	<a href="http://www.edisonchargers.com/">http://www.edisonchargers.com/</a>
<b>CDS Code</b>	30665483031895

District Contact Information	
District Name	Huntington Beach Union High School District
Phone Number	714-903-7000
Superintendent	Dr. Clint Harwick
E-mail Address	charwick@hbuhds.edu
Web Site	www.hbuhds.edu

### School Description and Mission Statement (School Year 2017-18)

#### SARC School Description/Mission

Edison High School, a thrice recognized California Distinguished School, is dedicated to educating all students by providing a challenging, relevant curriculum and by addressing their personal and academic needs in a safe and supportive environment, developing critical thinkers, effective communicators, responsible collaborators and creative problem-solvers. Although our expectations are high, they are realistically set and pursued by a dedicated, highly qualified staff who never forgets they are here to nurture and educate our students. Character education and recognition is also a pivotal value at Edison.

Edison is well known for being a Three A's School, striving for excellence in academic, art and athletic programs. Students have the opportunity to select from 20 Advanced Placement classes. Students may also participate in the four- year CIBACS (Center for International Business and Communication Studies) program. CIBACS is a unique program that offers its students an enriched and integrated project-based curriculum that is enhanced through competitive projects, job shadowing, and internships with business partners. Model United Nations (MUN) is another unique program at Edison with approximately 200 students enrolled in four MUN classes. This program provides students with the opportunity to interact with students from other schools throughout the world by participating in regional, state, and international conferences. Our third signature program is our Academy of Sustainability at Edison (ASE). ASE is a four year STEAM pathway for students interested in participating in an integrated Science, Technology, Engineering, Art and Math program. The arts flourish at Edison High School with opportunities for students in: two-dimensional and three-dimensional art courses; ceramics; photography; the art of film; vocal and instrumental music (including band, percussion, piano and guitar); video & digital arts; dance; and the production of an all-school musical each year. Additionally, the athletic program offers students the chance to compete on 27 different sports teams. EHS is the site of a special school-within-a-school program: the Special Abilities Cluster (SAC). It serves approximately 220 special education students (ages 14- 22) designated as Severely Handicapped with multiple unique needs including cognitive and developmental challenges. The SAC program has been recognized as a distinguished program by the California School Boards Association with a Golden Bell in 2013. The Edison SAC program is in addition to our special education classes for students designated as mild/moderate (formerly RSP/SDC). Edison High School was re-accredited in July 2017 for six years by the Western Association of Schools and Colleges.

#### Our mission:

Edison High School challenges all students to acquire the skills, knowledge, creativity, and values necessary to become responsible and productive members of society.

#### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	619
Grade 10	622
Grade 11	577
Grade 12	712
Total Enrollment	2,530

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	2.7
Asian	10.7
Filipino	1.4
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	0.6
White	62.6
Two or More Races	2.6
Socioeconomically Disadvantaged	11.5
English Learners	3.3
Students with Disabilities	15.9
Foster Youth	0.2

**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**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	113	117	115	666
Without Full Credential	1	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	7	6	8	55

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	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 2017-18)**

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>Mathematics</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>Science</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>History-Social Science</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>Health</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>Visual and Performing Arts</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Edison High School maintenance and operations staff keeps the campus looking beautiful and in working order. Students and staff take pride in the appearance of their campus. There are ongoing projects each year to keep the campus safe and looking beautiful - such as the recycling program. Recently, we repaired both the JV baseball infield and the varsity softball infield and in doing so created a safer playing environment for our students. In addition, a new turf field was installed inside our track and field area. Each summer, the maintenance crew paints the building hallways and touches up any other areas on campus that need repainting.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 4.8.16</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<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 Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 4.8.16</b>				
<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. 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	84	79	76	78	48	48
Mathematics (grades 3-8 and 11)	58	56	52	52	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	558	531	95.16	79.28
Male	301	286	95.02	73.78
Female	257	245	95.33	85.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	61	98.39	86.89
Filipino	--	--	--	--
Hispanic or Latino	90	83	92.22	69.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	377	358	94.96	81.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	51	94.44	64.71
English Learners	--	--	--	--
Students with Disabilities	59	53	89.83	26.42
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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	558	540	96.77	55.56
Male	301	291	96.68	53.61
Female	257	249	96.89	57.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	62	100	75.81
Filipino	--	--	--	--
Hispanic or Latino	90	87	96.67	32.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	377	363	96.29	58.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	54	100	42.59
English Learners	--	--	--	--
Students with Disabilities	59	55	93.22	5.45
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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	79	78	73	70	60	56

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.



## Career Technical Education Programs (School Year 2016-17)

Career and Technical Education allows students to explore rigorous and relevant courses of study in high demand and high skilled areas of interest and to develop 21st Century skills. All CTE Pathways are supported by Industry Advisory Panels and focus on College and Career Readiness while developing communication, technical, and career skills. Edison High School offers CTE Pathways in Culinary Arts (Culinary Arts, Advanced Culinary Arts, and ROP Baking and Pastry), Cinematic Arts (Cinematic Arts and Honors Cinematic Arts), Graphic Arts (Graphic Arts and Honors Graphic Arts), and Digital Photography (Photo 1 and Photo 2). Special needs students (mild/moderate/severe) are integrated into many of these courses as part of their Individual Education Plan (IEP). 170 seniors received the S.T.A.R. (Specialized Training/Talent Achievement Recognition) award for completing 4-6 courses in the CTE area. 176 students were enrolled in 23 Regional Occupation Program (ROP) courses including three offered on campus—Baking/Pastries, Sports Medicine and Art of Animation. A few of these students have continued their studies with some entering the work force upon completion. Edison High School uses industry certifications and the 11 Elements of a High-Quality CTE Program Self-Review tool to evaluate our programs. CTE Teachers attend annual Industry Advisory meetings in the pathways they teach. At these meetings classroom standards are evaluated to make sure their programs are up to standards. Some teachers also complete externships to stay updated on current industry trends. The annual E2 report is completed by all CTE teachers. This report follows up on seniors that graduated the year before. Students are asked if they have a job, are in school or if they are in the military and if their job/education is related to the pathway they took in high school.

Students in our mild/moderate and moderate/severe special education programs receive career and transition services through their IEPs and our Workability Center.

Marc Mendez from Magna Flow Car Sound is our District CTE Advisory chair.

## Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	368
% of pupils completing a CTE program and earning a high school diploma	100.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	3%

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	91.21
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	57.63

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8	18.1	65.1

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.

## 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)

Parent involvement at Edison High School is outstanding and is encouraged in a variety of ways. Our PTSA has approximately 703 members (<http://edisonchargers.com/ptsa>.) The Academic Booster Club recognizes student academic achievement. The EHS Foundation membership consists of parents, grandparents, Edison alumni and other community members (<http://www.edisonhighfoundation.org>.) Each athletic sport, Marching Band, Model United Nations, Center for International Business and Communications Studies (CIBACS) and the Academy of Sustainability at Edison (ASE) all have their own booster groups. In addition, our SAC Program (Special Abilities Cluster) also has its own booster club which provides important social and extra-curricular opportunities to students. Parents also serve on School Site Council (ELAC Council) and district LCAP development team.

Edison volunteers assist with registration, helping in the student store, supervising competitions and assisting with various other school activities through our Volunteers in Public School Program (VIPS). Parents may sign up to volunteer at events throughout the year by calling Cindy Berman, our Community Liaison at 714-962-1356 or by stopping by our VIPS office at Edison High School. Parents may also sign up to receive school announcements four days a week and information regarding volunteer opportunities via email. Parents are also encouraged to participate in various educational events and activities such as Incoming Freshman Night, Back to School Night, College Funding, College Knowledge, Recruiting Realities, Parenting Teens 101, REAL Teen Event, Freshman Night, PSAT Scoreback Night, AP and Honors Night, 8th Grade Parent Night, Academic Pins and Letters Awards, Student Recognition Night, Character Coalition Awards and Senior Awards as well as at sporting events and student school performances.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.8	1	0.4	2.3	2.5	2.3	11.5	10.7	9.7
Graduation Rate	94.6	93.91	94.4	94.06	94.21	94.81	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	76.83	87.99	87.11
Black or African American	50	80	79.19
American Indian or Alaska Native	74.24	78.89	80.17
Asian	66.29	92.99	94.42
Filipino	50	85.19	93.76
Hispanic or Latino	60	82.33	84.58
Native Hawaiian/Pacific Islander	100	88	86.57
White	87.37	90.69	90.99
Two or More Races	55.56	81.94	90.59
Socioeconomically Disadvantaged	19.47	42.18	63.9
English Learners	0	42.86	55.44
Students with Disabilities	46.51	85.15	85.45
Foster Youth	100	71.43	68.19

**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.

**Suspensions and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	1.5	3.0	1.8	2.0	3.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

Safety is our priority. Each year, the school safety plan is updated by the EHS Safety Committee which meets at least 2 times a year. The plan is then submitted for approval to the EHS School Site Council and the Board of Trustees of the Huntington Beach Union High School District. A variety of drills that address various situations (fire, earthquakes, etc.) are practiced throughout each school year. School Supervision Staff (6) and Administrators (6) monitor school grounds throughout the day. Visitors are required to check in at the front office upon arrival. A new computerized check in system, Envoy, has been implemented to help us better track who comes on to our campus and also helps ensure a safer school building. Parent, staff and student surveys indicate that everyone feels the campus is a safe place. An officer from the Huntington Beach Police Department is designated as a liaison officer to the school and works closely with the school supervision staff to maintain a safe, orderly environment where learning can take place.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	23	25	45	27	26	23	45	28	22	16	50
Mathematics	31	8	18	46	32	6	16	46	31	8	21	41
Science	32	6	19	39	31	9	16	38	32	5	18	40
Social Science	31	10	9	49	32	6	11	47	32	8	11	46

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	2530
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	.17	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	3.0	N/A
Resource Specialist		N/A
Other	1.0	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,698	0	\$10,698	\$91,486
District	N/A	N/A	\$10,698	\$91,486
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	62.7	10.5

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

**Types of Services Funded (Fiscal Year 2016-17)**

LCFF funds, Title II, and Title V are utilized to increase student achievement and provide a supportive environment through staff professional development, Advanced Placement teacher training, curriculum development, supplemental student materials and enhanced technology in the classrooms.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,535	\$50,221
Mid-Range Teacher Salary	\$92,883	\$83,072
Highest Teacher Salary	\$115,748	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$158,241	\$146,114
Superintendent Salary	\$305,526	\$226,121
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	4	N/A
All courses	17	24.8

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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Edison High School offers a broad-based variety of professional growth opportunities for teachers, administrators, and instructional aides. Professional Development topics are determined based on district and site needs assessments, staff surveys, student assessment data, classroom observations, the WASC Action Plan, the District's Strategic Plan and the HBUHSD Local Control Accountability Plan. The site Professional Development Committee is active in planning relevant and ongoing training for teachers.

Teachers have participated in training on College and Career Readiness, Multi-Tiered Systems of Support (MTSS), Common Core, Illuminate, Canvas, Google Apps, instructional strategies for special education students, Safe School Practices, Restorative Practices training, executive skills, and technology expansion. Other professional development activities include: District sponsored events, Advanced Placement summer institutes, OCDE workshops, teacher-led summer institutes, after-school teacher-led workshops, staff-led professional development and many different content area conferences.

There has been a significant increase in the number and quality of professional development activities at Edison and throughout the district over the past three years. On average our staff has participated in over 500 days of professional development each year for the past three years. Using money allocated from the Educator Effectiveness Grant, over the past two years Edison High School teachers have had the opportunity to attend local, state and national conferences.

Edison High School offers support to new teachers to hone their classroom skills and continue their professional development. The Beginning Teacher Support and Assessment (BTSA) program is provided for first and second-year credentialed teachers. New Special Education teachers attend monthly district trainings. Additionally, the site holds monthly new teacher orientations called Lunch Bunch with administrators and peer teachers to offer additional ongoing support for first year teachers. The Edison High School Principal evaluates all new teachers and meets regularly with each of them during the school year. Edison High School teachers and staff are committed to life-long learning in order to provide the highest quality education, service and support to the Charger students.