

Edison High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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

School Description and Mission Statement (School Year 2018-19)

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 22 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; 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 with multiple levels. EHS is also 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 2017-18)

Grade Level	Number of Students
Grade 9	614
Grade 10	604
Grade 11	589
Grade 12	574
Ungraded Secondary	116
Total Enrollment	2,497

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.9
Asian	10.6
Filipino	1.7
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	0.6
White	63.8
Socioeconomically Disadvantaged	15.9
English Learners	3.0
Students with Disabilities	15.7
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	117	115	115	662
Without Full Credential	1	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	6	8	9	50

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Literature - Third Course;Holt, Rinehart, Winston; Adopted Elements of Literature - Fourth Course;Holt, Rinehart, Winston;Adopted 6/24/08 Elements of Literature - World Literature; Holt, Rinehart, Winston; Adopted 6/24/08 Elements of Literature - Essentials of American Literature - Fifth Course; Holt; Adopted 3/8/11 Language of Composition Reading, Writing, Rhetoric; Bedford/St. Martin's; Adopted Literature British 12; Holt; Adopted 11/12/13 Literature and Composition; Beford/ St. Martin's; Adopted Theory of Knowledge - 3rd Edition; Hodder Education; Adopted Literature and Language Arts - 4th Coourse;Holt, Rinehart, Winston;Adopted 6/24/08 Voices of Literature Gold;Heinle & Heinle; 1996 Edge Fundamentals;Cengage/National Geographic School Pub.; Adopted 7/15/14 Edge 2014 Level A; Cengage Learning; Adopted 7/15/14 Edge 2014 Level B; Cengage Learning; Adopted 7/15/14	Yes	0%
Mathematics	The Practice of Statistics for AP* - Fifth Edition; W.H Freeman and Co; Adopted 7/15/14 Fundamentals of Java; Cengage; Adopted 11/12/13 Algebra 2 Common Cored Edition; Pearson, Prentice Hall; Adopted 11/12/13 Math Geometry/Glencoe; McGraw Hill; Adopted 8/9/11 Precalculus: Enhanced with Graphing Utilities - 6th Edition; Pearson; Adopted 8/9/11 Basic Algebra; McDougal/Littel Brown; Adopted 1999 Algebra 1-California Edition; Prentice Hall; 6/29/10 Geometry (CA)-1st Edition; Holt; Adopted 2008 Geometry (Acele); McGraw Hill; Adopted 2012 Trigonometry-6th Edition;Addison Wesley; Adopted 1997 Elementary Statistics - 4th Edition;McGraw-Hill; Adopted 2001 Calculus for AP - 1st Edition;Cengage; Adopted 2017 Calculus with Analytic Geometry-5th Edition; McDougal-Litton/Houghton-Mifflin; Adopted 1994 Mathematics with Business Applications;McGraw-Hill; Adopted 2003	Yes	0%
Science	Marine Science; McGraw-Hill; Adopted 8/14/18 College Physics; A Strategic Approach; Pearson; Adopted 2016 Physics; Houghton Mifflin Hardcourt; Adopted 2017	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Chemistry; The Central Science; AP 13th Edition; Adopted 6/24/14 Fundamentals of Anatomy & Physiology; Pearson; Adopted 6/24/14 Environmental Science for AP; W.H. Freeman; Adopted 2013 Biological Science (Fourth Edition); Benjamin Cummings/ Pearson; Adopted 2012 Campbell Biology AP Edition (Ninth Edition); Benjamin Cummings/ Pearson; Adopted 2012 Modern Chemistry; Benjamin Cummings/Pearson; Adopted 2012 Science Spectrum Physical Science (CA); Holt;Adopted 2007 Earth Science (CA) - 1st Edition; Pearson/Prentice Hall; Adopted 2006 Physics: Principles and Problems; Glencoe; Adopted 2005 Conceptual Integrated Science Explorations (Penguin Book) ; Addison Wesley; Adopted 2010 Chemistry in the Community-5th edition; W. H. Freeman; Adopted 2006 Chemistry - 6th edition;Brooks/Cole; Adopted 2003 Physics-Principles with Applications; Pearson; Adopted 2004 Physics for Scientists and Engineers-9th Edition; Brooks/Cole; Adopted 2014 Biology (Macaw);Prentice Hall; Adopted 2010 Biology (CA) Cheetah; Holt, Rinehart and Winston: Adopted 2008 Higher level Physics for the IB Diploma;Pearson; Adopted 2009 Biology IB Diploma HL; Prentice Hall; Adopted 2014		
History-Social Science	Explorations in Economics; B.F. Worth; Adopted 3/8/16 The Cultural Landscape An Introduction to Human AP edition; Pearson;Adopted 3/8/16 Myer Psychology for AP-2nd Edition; Adopted 3/8/16 Psychology Principles in Practice; Houghton Mifflin Harcourt; 3/8/16 Western Civilization Since 1300 - AP Edition; Cengage Learning; Adopted 3/8/16 Give Me Liberty!; An American History;W. W. Norton; Adopted 3/8/16 Krugman's Economics for AP; B.F. Worth Publishing; Adopted 3/8/16 Government in American; Pearson; Adopted 3/8/16 Voyages in World History; Cengage Education; Adopted 8/11/15 Geography Alive! Regions and People;TCI; Adopted 3/8/16 Modern World History-Patterns of Interaction; Houghton-Mifflin-Harcourt; Adopted 3/8/16	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	History Alive! Pursuing American Ideals; TCI; Adopted 3/8/16 United States Government; Our Democracy; McGraw Hill; Adopted 3/8/16 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14 Psychology; 10th Edition; Worth Publishers; Adopted 6/24/14 Cultural Landscape an Introduction to Human Geography 10th edition; Pearson; Adopted 3/8/16 The American Pageant; 13th edition; TCI; Adopted 2013 Social Studies Psychology; HMH; Adopted 2018		
Foreign Language	Autentico 1; Pearson; Adopted 2018 Autentico 2; Pearson; Adopted 2018 Autentico 3; Pearson; Adopted 2018 Avancemos; HMH; Adopted 2018 Temas AP Spanish Language and Culture; Vista Higher Learning; Adopted 2014 Nuevas Vista Curso de Introduccion; Holt, Rinehart, and Winston; Adopted 2004 Abriendo puertas: Antologia de literatura en espanol Tomo 1: 1st Edition; McDougal Littell; Adopted 2003 Abriendo puertas Ampliando Perspectivas; Holt McDougal; Adopted 2013 Bien Dit! Level 1; HMH; Adopted 2018 Bien Dit! Level 2; HMH; Adopted 2018 Bien Dit! Level 3; HMH; Adopted 2018 Bravo! 5th Edition; Thomson Heinle; Adopted 2005 Advance Placement French: Preparing for the Language and Culture Examination; Prentice Hall; Adopted 2012 Allons Au-dela! La Langue Et Les Cultures Du Monde Francophone; Prentice Hall; Adopted 2012 Adventures in Japanese 1; Cheng and Tsui; Adopted 2015 Adventures in Japanese 2 4th edition; Cheng and Tsui; Adopted 2015 Adventures in Japanese 3 4th edition; Cheng and Tsui; Adopted 2016 Adventures in Japanese 4 1st edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 1 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 2 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 2: part 1 3rd edition; Cheng and Tsui; Adopted 2017 Chinese for Tomorrow; Cheng and Tsui; Adopted 2009 Tieng Viet men yeu A; East Side Union School District; 2010	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Tieng Viet men yeu B; East Side Union School District; 2011 Conversational Vietnamese; University of Washington Press; 2003 Tieng Viet men yeu D; East Side Union School District; 2013 Tieng Viet men yeu C; East Side Union School District; 2011 Master ASL Level 1; Sign Media; 2006 El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 1; McGraw Hill; Adopted 2014 El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 2; McGraw Hill; Adopted 2014 Nuevas Vistas Curso Dos Holt Rinehart and Winston		
Health	Health; Prentice Hall; Adopted 2007	Yes	0%
Visual and Performing Arts	Photography 11th edition; Pearson; Adopted 2013 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14	Yes	0%
Science Laboratory Equipment (grades 9-12)	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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 02/05/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Replaced gym lighting with LEDs
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Replaced all gutters on portables; replaced all portable ramps
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	replaced all exterior lighting with LEDs; replaced all irrigation controllers with SMART controllers.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 02/05/2018	
Overall Rating	Exemplary

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	79.0	85.0	78.0	72.0	48.0	50.0
Mathematics (grades 3-8 and 11)	56.0	56.0	52.0	50.0	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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	527	508	96.39	85.04
Male	313	298	95.21	80.87
Female	214	210	98.13	90.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	48	97.96	95.83
Filipino	--	--	--	--
Hispanic or Latino	90	87	96.67	82.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	350	337	96.29	84.87
Two or More Races	17	16	94.12	81.25
Socioeconomically Disadvantaged	69	67	97.10	80.60
English Learners	--	--	--	--
Students with Disabilities	40	36	90.00	27.78

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	528	502	95.08	56.18
Male	313	297	94.89	54.88
Female	215	205	95.35	58.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	48	97.96	95.83
Filipino	--	--	--	--
Hispanic or Latino	91	85	93.41	42.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	350	332	94.86	54.22
Two or More Races	17	17	100	70.59
Socioeconomically Disadvantaged	70	66	94.29	43.94
English Learners	--	--	--	--
Students with Disabilities	41	37	90.24	16.22

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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.

Career Technical Education Programs (School Year 2017-18)

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), Agricultural Aquaponics and Graphic Arts (Graphic Arts and Honors Graphic Arts). 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. 112 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 ITP services through their IEP's and the Workability Center.

Marilyn Cuneen is our District CTE Facilitator.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	284
% of pupils completing a CTE program and earning a high school diploma	38%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	38%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	90.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	47.4

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.3	14.8	71.8

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement at Edison High School is outstanding and is encouraged in a variety of ways, with over 42,000 hours of volunteerism last year. Our PTSA has approximately 703 members. 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 serve on School Site Council (ELAC Council) and district LCAP development teams.

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, Parenting Teens 101, PSAT Scoreback Night, Academic Pins and Letters Awards, Student Recognition Nights, Character Coalition Awards, Distinguish Programs Night for 9th graders, Senior Awards, 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	1.0	0.4	1.2	2.5	2.3	3.6	10.7	9.7	9.1
Graduation Rate	93.9	94.4	91.8	94.2	94.8	89.2	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	76.4	87.6	88.7
Black or African American	42.9	80.4	82.2
American Indian or Alaska Native	80.0	80.8	82.8
Asian	58.2	91.9	94.9
Filipino	75.0	87.5	93.5
Hispanic or Latino	68.7	80.7	86.5
Native Hawaiian/Pacific Islander	57.1	85.7	88.6
White	85.0	90.9	92.1
Two or More Races	66.7	76.1	91.2
Socioeconomically Disadvantaged	55.5	99.1	88.6
English Learners	0.0	42.0	56.7
Students with Disabilities	17.0	41.5	67.1
Foster Youth	0.0	40.0	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.5	3.0	1.3	2.1	3.1	2.6	3.7	3.7	3.5
Expulsions	0.0	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Safety is our priority. Each year, the school safety plan is updated by the EHS Safety Committee. 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. EHS has also contracted with Titan HST, a comprehensive emergency alert system and mass notifications app that allows the school to respond immediately to basic school conflicts and major emergencies. Titan HST increases the ease of communication between students, parents and staff. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	27.0	26	23	45	28.0	22	16	50	29.0	20	19	45
Mathematics	32.0	6	16	46	31.0	8	21	41	31.0	12	18	43
Science	31.0	9	16	38	32.0	5	18	40	32.0	10	6	48
Social Science	32.0	6	11	47	32.0	8	11	46	31.0	7	21	39

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	2497
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	.17	N/A
Library Media Services Staff (Paraprofessional)	.48	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	4.4	N/A
Resource Specialist (non-teaching)	7.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,498	\$4,708	\$7,790	\$90,693
District	N/A	N/A	\$8,092	\$91,486
Percent Difference: School Site and District	N/A	N/A	-3.8	-0.9
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	8.9	5.5

Note: Cells with N/A values 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.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,808	\$50,747
Mid-Range Teacher Salary	\$93,347	\$86,127
Highest Teacher Salary	\$116,237	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$159,032	\$150,286
Superintendent Salary	\$302,000	\$238,058
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	7	N/A
Fine and Performing Arts	5	N/A
Foreign Language	5	N/A
Mathematics	7	N/A
Science	15	N/A
Social Science	13	N/A
All courses	53	32.0

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)

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 400 days of professional development each year for the past three years.

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 training. 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 most 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.