School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- **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 additional information about the school, parents and community members should contact the school principal or the district office.**

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the* CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Edison Elementary	District Name	Torrance Unified
Street	3800 182Nd St	Phone Number	(310) 972-6500
City, State, Zip	Torrance, CA, 90504-4837	Web Site	www.tusd.org
Phone Number	(310) 533-4513	Superintendent	George Mannon
Principal	Mrs. Erin Lahr, Elementary Principal	E-mail Address	gmannon@tusd.org
E-mail Address	elahr@tusd.org	CDS Code	19650606023063

School Description and Mission Statement (School Year 2010–11)

Edison Elementary School opened its doors in 1957 to students in Grades K-8 and was reorganized as a traditional K-5 elementary school in 1969. Edison was named for the Edison Company right-of-way located next to the school and its mascot is the Edison Eagle. Nineteen (18) classroom teachers and 18 support staff members serve 550 students ranging from kindergarten to fifth grade.

With the help of an outstanding staff and a cadre of parent volunteers Edison Elementary school provides a high-quality learning environment where each and every child can maximize their individual potential in and curriculum that balances academic, social and physical growth.

- Every student will have clear goals focused on academic content standards in order to learn, feel secure, and be successful.
- Frequent progress monitoring will identify students who need additional opportunities to learn in order to reach academic proficiency.
- The school community will provide a risk free environment that builds self-esteem, responsibility, respect and wellness in all students.
- The teachers, administration, parents and community at Edison Elementary School will work collaboratively to create challenging and enriching environment that sets high expectations for all students.
- We recognize the value of ethnic contributions within our community and the enrichment of our school culture through diversity.

Opportunities for Parental Involvement (School Year 2010–11)

Edison School is privileged to have an exceptional group of supportive and involved parents. Parent volunteers provide many hours of service in support of programs at Edison. The Parent Teacher Association (PTA) actively sponsors school programs. Our library is operated by outstanding PTA volunteers. Our art program, Adventures in Art, is run exclusively by parents and funded by PTA. Parents also serve on a variety of school committees including School Site Council (SSC), English Learner Multicultural Advisory Committee (ELMAC), Title I Parent Involvement Committee, GATE Advisory Committee and the District Emergency Preparedness Committee. Our goal is to maintain this close cooperation between home and school in order to ensure the educational success of each child. We welcome parents and visitors and are proud to share our accomplishments.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students

Kindergarten	100	Grade 8	0
Grade 1	99	Ungraded Elementary	0
Grade 2	103	Grade 9	0
Grade 3	84	Grade 10	0
Grade 4	86	Grade 11	0
Grade 5	102	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	574

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	7.1%
American Indian or Alaska Native	0.2%
Asian	19.0%
Filipino	3.1%
Hispanic or Latino	33.8%
Native Hawaiian or Pacific Islander	1.0%
White	23.7%
Two or More Races	9.8%
Socioeconomically Disadvantaged	45.5%
English Learners	30.8%
Students with Disabilities	16.9%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class	2010–11
		Number of

	Size	Classes*		
		1-20	21-32	33+
K	30.5	0	4	0
1	29.3	0	3	0
2	29.7	0	3	0
3	28.5	0	2	0
4	32.7	0	1	2
5	34.0	0	0	3
6				
Other				

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

The Comprehensive School Safety Plan for this site was last reviewed/updated in October 2010, and was discussed with the staff in November 2010. The key elements of the Comprehensive School Safety Plan as required by Education Code Section 35294.2 are:

- Assessment of current status of school crime.
- Child abuse reporting procedures.
- Disaster procedures, routines, and emergency.
- Policies related to suspension, expulsion or mandatory expulsion and other school-designated serious acts that would lead to suspension, or expulsion.
- Notification to teachers of the contents included in the plan.
- A sexual harassment policy.
- The provisions of any school-wide dress code.
- Safe ingress and egress of pupils, parents and school employees to and from school.
- Rules and procedures to update the plan and review for compliance.
- A public meeting is held at each school to approve the plan.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	4.3	4.4	5.7	6.0	5.2	6.6
Expulsions	0	0.2	0	0.1	0.3	0.2

*** The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.**

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Edison Elementary School provides a safe, clean environment for learning. Our entire school has been modernized with new electrical, plumbing, data wiring, paint, flooring, and restroom facilities. The classroom space, office, cafeteria, and restroom facilities are adequate to support our instructional programs. The school has a library, computer laboratory, and smaller rooms for Reading Recovery and support personnel. Emergency drills are routinely held for earthquake, fire, and shelter-in-place. Each classroom is equipped with individual survival kits. Additional emergency equipment has been provided by the PTA and purchased by School Block grant funds.

With the recent passing of local bond measures, facilities improvements District wide are in the planning stages.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status	Repair Needed and

	Exemplary	Good	Fair	Poor	Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11
With Full Credential	33	31	30
Without Full Credential			
Teaching Outside Subject Area of Competence (with full credential)			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.77%	0.23%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	99.66%	0.34%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.60	
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist	.40	

Social Worker		
Nurse	.25	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Reading California, Houghton Mifflin 2003 (Adopted 2004)	No	0%
Mathematics	California Mathematics, Houghton Mifflin 2002 (Adopted 2001)	No	0%
Science	California Science, MacMillan/McGraw-Hill 2008 (Adopted 2008)	Yes	0%
History-Social Science	California Reflections K: K Program, 1: A Child's View, 2. People We Know, 3: Our Communities, 4: California: A Changing State, 5: The United States: Making A New Nation, Harcourt Brace 2000 (Adopted 2007)	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	Grades K-3 Health Promotion Wave, Health Promotion Wave, Inc. 2000; Grades 4-5 Healthy You!, Harcourt Brace 1996 (Adopted 2003)	N/A	0%
Visual and Performing	N/A	N/A	N/A

Arts			
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$6,072	$931	$5,141	$71,492
District			$5,023	$65,691
Percent Difference – School Site and District			2%	9%
State			$5,455	$69,207
Percent Difference – School Site and State			-6%	3%

Note: Cells shaded in black do not require data.

Supplemental/Restricted **expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.** ***Basic/unrestricted*** **expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.**

For detailed information on school expenditures for all districts in California, see the ***CDE Current Expense of Education & Per-pupil Spending*** **Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE** ***Certificated Salaries & Benefits*** **Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.**

Types of Services Funded (Fiscal Year 2010–11)

Beginning Teacher Support and Assessment (BTSA) is a *state* program to assist districts in providing support and assistance to new teachers.
English Language Acquisition Program (ELAP) is a *state* funded categorical program designed to provide supplemental support to English Learners in grades four through eight.
Gifted and Talented Education (GATE) is a *state* program that encourages gifted and talented students to strive for

excellence.
Title I, Part A, Basic Grant is a *federal* categorical program. Its purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments. The intent of the funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.
Title II, Part A, Teacher Quality is a *federal* categorical program to train and ensure that all teachers and principals meet the No Child Left Behind, Highly Qualified Teacher definition.
Title II, Part D, Enhancing Education Through Technology (Formula) provides *federal* fiscal year formula funding to assist districts to improve student achievement through the use of technology in elementary and secondary schools. The funding supports ongoing, sustained, and intensive, high-quality professional development to integrate advanced technologies into curricula and instruction.
Title III LEP Students provides *federal* formula subgrants are made available to eligible districts to provide supplementary programs and services to limited-English-proficient (LEP) students (known as English learners in California).
Title III Immigrant Education provides *federal* funds to eligible districts to provide supplementary programs and services to eligible immigrant students. The purpose of the program is to assist these students to achieve grade-level and graduation standards.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,479	$42,017
Mid-Range Teacher Salary	$70,963	$67,294
Highest Teacher Salary	$82,472	$86,776
Average Principal Salary (Elementary)	$97,875	$108,534
Average Principal Salary (Middle)	$98,694	$112,893
Average Principal Salary (High)	$116,371	$123,331
Superintendent Salary	$221,186	$226,417
Percent of Budget for Teacher Salaries	40.00%	38.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	66%	67%	65%	68%	69%	70%	49%	52%	54%
Mathematics	69%	69%	64%	57%	59%	60%	46%	48%	50%
Science	64%	62%	68%	70%	75%	75%	50%	54%	57%
History-Social Science	0%	0%	0%	58%	62%	65%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	70%	60%	75%	65%
All Students at the School	65%	64%	68%	0%
Male	67%	67%	75%	0%
Female	62%	59%	60%	0%
Black or African American	48%	38%	0%	0%
American Indian or Alaska Native				
Asian	78%	77%	68%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	50%	52%	64%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	80%	76%	83%	0%
Two or More Races	74%	82%	0%	0%
Socioeconomically Disadvantaged	51%	51%	55%	0%
English Learners	43%	49%	0%	0%
Students with Disabilities	53%	47%	38%	0%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts				74%	76%	72%	52%	54%	59%
Mathematics				72%	72%	74%	53%	54%	56%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	28%	28%	44%	26%	39%	34%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						

White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.80%	24.80%	13.90%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The *statewide API rank* ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest

ten percent of all schools in the state.

The *similar schools API rank* reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	8	8
Similar Schools	10	7	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-19	0	-6
Black or African American			
American Indian or Alaska Native			
Asian	-16	-21	29
Filipino			
Hispanic or Latino	-30	32	-51
Native Hawaiian or Pacific Islander			
White	-24	-15	53
Two or More Races	N/D		
Socioeconomically Disadvantaged	-31	19	-21
English Learners	-20	0	-11
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	357	848	18,033	857	4,683,676	778
Black or African American	26	780	685	762	317,856	696
American Indian or Alaska Native	0		95	801	33,774	733
Asian	67	895	5,515	916	398,869	898
Filipino	8		770	870	123,245	859
Hispanic or Latino	143	789	4,316	782	2,406,749	729
Native Hawaiian or Pacific Islander	3		128	841	26,953	764
White	71	912	5,330	862	1,258,831	845
Two or More Races	29	886	824	885	76,766	836
Socioeconomically Disadvantaged	174	788	4,341	788	2,731,843	726
English Learners	109	803	3,477	815	1,521,844	707
Students with Disabilities	56	755	2,356	700	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- **Participation rate on the state's standards-based assessments in ELA and mathematics**
- **Percent proficient on the state's standards-based assessments in ELA and mathematics**
- **API as an additional indicator**
- **Graduation rate (for secondary schools)**

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		16.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at* http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)				0.9	0.9	0.7	4.9	5.7	4.6
Graduation Rate				96.62	96.18	97.07	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011

	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

Career Technical Education Participation (School Year 2010–11)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Edison School provides quality professional development for our staff. Teachers at every grade level participate weekly in professional learning communities to aid the advancement of student growth and performance. In addition, District sponsored seminars and school specific training are offered for core academic subjects. Many teachers are also involved in advanced degree programs. All staff members received CPR and First Aid training.