



# Stagg Senior High

1621 Brookside Rd. • Stockton, CA 95207 • (209) 933-7445 • Grades 9-12

Andre Phillips, Principal  
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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Stockton Unified School District

701 North Madison St.  
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#### District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

#### District Administration

Ms. Julie Penn  
Superintendent

### Principal's Message

We would like to welcome you to Stagg High School for the 2014-2015 School Year. We are an educational community school that promotes lifelong learning for all stakeholders. All participants will create an enriched environment where students, parents, staff, and community members support one another in positive, challenging, academic, extracurricular, and social endeavors.

Stagg offers numerous academic, co-curricular, and extracurricular programs. We are proud not to only have one, but two nationally recognized award winning programs in Journalism and MESA (Mathematics, Engineering, and Science Achievement). We also offer all A-G coursework, and offer Honors, and Advanced Placement (AP) courses in English, Math, Science, Social Science, and Foreign Language.

Furthermore, Stagg is actively engaged reviewing yearly individual graduation plans for all students. The purpose of both initiatives is to write a clear academic plan for students and to monitor their success. Counselors meet with students regularly in order to follow their academic progress and to put support systems in place if needed. The counselors also perform assessments for all of our sophomores for career interest inventory. All leadership decisions will be student-centered, supporting increased student achievement.

Students will develop a mindfulness to always achieve their best academically and behaviorally. All staff will always support and celebrate those efforts by students. All new students with below level skills will be immersed in academically rich programs to quickly bring them to proficiency. Upon graduation, all students will have completed course requirements and possess skills necessary to continue their education at the college level.

Andre Phillips, PRINCIPAL

## About the SARC

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (209) 933-7445.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	1
Gr. 9	379
Gr. 10	385
Gr. 11	341
Gr. 12	367
<b>Total</b>	<b>1,473</b>

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.7
American Indian or Alaska Native	4.8
Asian	8.2
Filipino	2.8
Hispanic or Latino	52.7
Native Hawaiian/Pacific Islander	0.6
White	14.1
Two or More Races	1.2
Socioeconomically Disadvantaged	84.5
English Learners	13.0
Students with Disabilities	12.6

SOURCE: California Department of Education

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Stagg Senior High	12-13	13-14	14-15
Fully Credentialed	67	66	65
Without Full Credential	5	5	4
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Stagg Senior High	12-13	13-14	14-15
Teachers of English Learners	3	0	0
Total Teacher Misassignments	3	0	1
Vacant Teacher Positions	3	2	1

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

SOURCE: This information is provided by the school district.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.00	3.00
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

\* 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 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 23, 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>9-12 Math, Algebra I, II &amp; Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p> <p>Calculus HM</p> <p>Adopted in 2006</p> <p>PreCalculus</p> <p>Adopted in 2006</p> <p>Statistics McDougal</p> <p>Adopted in 2008</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Holt Earth Science</p> <p>Adopted in 2007</p> <p>Biology</p> <p>Adopted in 2007</p> <p>Chemistry: Matter and Change</p> <p>Adopted in 2007</p> <p>Physics: Principles and Problems</p> <p>Adopted in 2007</p> <p>Health Glencoe</p> <p>Adopted in 2005</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>World History: The Modern World</p> <p>Adopted in 2007</p> <p>The American Vision: Modern Times</p> <p>Adopted in 2006</p> <p>Magruder's American Government</p> <p>Adopted in 2006</p> <p>Economics: Principles in Action</p> <p>Adopted in 2007</p>
<p><b>Foreign Language</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>French - McDougal</p> <p>Adopted in 2001</p> <p>Spanish – Prentice Hall</p> <p>Adopted in 2000</p>

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

Stagg High School opened its doors in 1959. This included an administration wing, small & large gym, multiple restrooms, a cafeteria, and eight classroom wings containing fifty four classrooms. These buildings were remodeled extensively during the school years from 1999 thru 2002 and are in excellent shape that fully meets state standards.

In order to accommodate enrollment increases, beginning in 1970 thru 2000 some twenty portable classrooms were added to the campus. All but six of these are in poor shape and are due to be removed within the next two years. A library and performing arts wing were added in 1976 that includes three classrooms. A classroom wing (R Building with twenty two rooms) was opened in 1978 and this entire wing is in need of repair or replacement. The construction of a sports stadium complex is finished and has been available for use since the fall of 2010. This work included remodeling the baseball and softball fields as well. Additionally a parking lot for events that includes a circular driveway entrance for dropping off students was built in the north end of the campus and adjacent to the stadium athletic fields. Phase III of the athletic complex began in the fall of 2012 which includes a swimming pool, tennis courts and a multi-purpose field. Phase III was completed in the spring of 2014.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 8/6/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	C-6: rips on walls. H-5: broken plastic cover on fire extinguisher. R-10: carpet torn R-20: rips on wall. R5: carpet torn
<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]	P-5: asphalt around portables in bad condition.
<b>Overall Rating</b>	<b>Exemplary</b> [ ]	<b>Good</b> [ ]	<b>Fair</b> [X]	<b>Poor</b> [ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	37	30	28	35	34	34	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

SOURCE: California Department of Education

#### STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	29	35	34	36	38	37	54	56	55
Math	12	12	11	34	34	34	49	50	50
HSS	30	29	31	26	27	27	48	49	49

\* STAR Program was last administered in 2012-13. 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.

SOURCE: California Department of Education

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	3	5	3

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.9	16.3	21.5

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

SOURCE: California Department of Education

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	28
Male	30
Female	24
Black or African American	20
American Indian or Alaska Native	36
Asian	32
Filipino	
Hispanic or Latino	24
Native Hawaiian/Pacific Islander	
White	50
Two or More Races	
Socioeconomically Disadvantaged	26
English Learners	6
Students with Disabilities	10
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

SOURCE: California Department of Education

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	26	34	-22
Black or African American	43	51	-49
American Indian or Alaska Native			
Asian	13	52	
Filipino			
Hispanic or Latino	24	29	-14
Native Hawaiian/Pacific Islander			
White	31	51	-25
Two or More Races			
Socioeconomically Disadvantaged	29	29	-11
English Learners	-17	28	-1
Students with Disabilities	43	69	-88

\* "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

SOURCE: California Department of Education

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Each school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement. Many of our parents are involved as members in our School Site Council (SSC), School Advisory Committee (SAC), and English Language Advisory Committee (ELAC). Our contact person is our SB65 person as well as our assistant principal in charge of Parent Outreach and Community Outreach.

- Counseling services when available
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- English as a Second Language for adults (ESL)
- Family Health Centers and programs when and where available
- Parent Resource Center
- Parent/Student conferences when possible
- School Site Council (SSC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating television viewing
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Our schools place a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was recently reviewed in February of 2014 by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Four site Administrators, teachers, five campus security monitor (CSM), and school staff provides supervision for students before, during, and after school. The school grounds are safe for all stakeholders. All gates are locked by 7:45 am until 1:45 pm with the exception of the main entrance in which a CSM is posted. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. We also have video cameras positioned throughout the school, including the parking lots to assist in ensuring the safety of all students and staff at Stagg.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.9	15.7	13.2
Expulsions Rate	0.3	0.0	0.2
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

#### 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	No	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	51	
Percent of Schools Currently in Program Improvement	87.9	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.4
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.0
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	375

\* 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.

SOURCE: This information is provided by the school district.

SOURCE: California Department of Education

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	25.4	23	27	29	35	15	22	35	48	25	10	10
Math	27	23	26	14	27	15	45	37	43	10	3	2
Science	23.2	24	23	19	12	16	35	35	30	3	2	1
SS	27.1	25	27	13	16	7	25	33	36	19	6	4

\* 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.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

SOURCE: California Department of Education



**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,914	\$3,038	\$8,876	\$63,175
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			78.2	3.2
Percent Difference: School Site/ State			89.3	-10.7

**SOURCE: Information is provided by the school district and California Department of Education.**

◆ no data required.

**Types of Services Funded at Stagg Senior High**

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

**Professional Development provided for Teachers at Stagg Senior High**

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.



**2013-14 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	23	18	49	35	17
All Students at the School	64	22	14	60	28	12
Male	71	19	11	59	26	15
Female	56	25	19	61	30	9
Black or African American	76	17	8	69	22	8
American Indian or Alaska Native	63	19	19	50	25	25
Asian	63	30	7	57	23	20
Filipino						
Hispanic or Latino	66	21	13	61	29	10
Native Hawaiian/Pacific Islander						
White	50	26	24	51	31	18
Two or More Races						
Socioeconomically Disadvantaged	66	20	14	61	26	13
English Learners	100			93	5	2
Students with Disabilities	89	4	6	85	13	2
Students Receiving Migrant Education Services						

\* 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.

**SOURCE: California Department of Education**

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Stagg Senior High	2011-12	2012-13	2013-14
English-Language Arts	42	38	36
Mathematics	43	42	40
Stockton Unified School District	2011-12	2012-13	2013-14
English-Language Arts	42	44	35
Mathematics	46	49	42
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

**SOURCE: California Department of Education**

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	86.83	85.27	84.56
Black or African American	77.19	83.67	75.90
American Indian or Alaska Native	100.00	83.50	77.82
Asian	88.37	91.12	92.94
Filipino	94.12	96.25	92.20
Hispanic or Latino	90.29	84.50	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	79.17	77.11	90.15
Two or More Races	0.00	62.50	89.03
Socioeconomically Disadvantaged	85.20	82.94	82.58
English Learners	75.00	73.11	53.68
Students with Disabilities	74.36	66.15	60.31

**SOURCE: California Department of Education**

Dropout Rate and Graduation Rate			
<b>Stagg Senior High</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	22.0	25.6	10.6
Graduation Rate	73.58	62.67	85.25
<b>Stockton Unified School District</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	24.2	19.4	9.9
Graduation Rate	70.99	71.09	83.09
<b>California</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

SOURCE: California Department of Education

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	3	◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics	1	◆
Science	1	◆
Social Science	3	◆
All courses	8	0.4

\* Where there are student course enrollments.

SOURCE: California Department of Education

◆ no data required.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	69.93
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

SOURCE: California Department of Education

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

SOURCE: This information is provided by the school district.

Career Technical Education Programs