

Health Careers Academy

931 E. Magnolia St. • Stockton, CA 95202 • (209) 933-7360 • Grades 9-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

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District Governing Board

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District Administration

Ms. Julie Penn
Superintendent

Principal's Message

Stockton Health Career Academy (HCA) came to be a reality on August 10, 2011. HCA is a dependent charter school in Stockton Unified. HCA is small school designed to have 125 students per grade level with the school reaching capacity in 2015 with 500 students. We opened the first year with 109 students, year two opened with 227 students and for the 2013-2014 school year, opened with 400 students. For the 2014-2015 school year, we have 485 students attending with our first graduating class of seniors. We have experienced tremendous growth in a short amount of time. Part of our success is due to our community support for our school. There were various community leaders from business, education and industry experts planning for the school ten years ago in direct response to the job market forecast for health care professionals in the central valley. Forecasts state in the next few years, there will be a severe shortage of skilled trained medical professionals to provide care for our community. As a result, HCA was opened with three focuses for our students: providing a rigorous college prep curriculum, health career technical skills and community awareness.

Last year, we added both AP Chemistry and AP US History for our students. This year we have added AP English and AP Biology. We have also been fortunate to have added three courses from a special grant from the California Correctional Health Care Services. Project Lead the Way courses called Biomedical Science and Human Body Systems as well as Medical Interventions are courses that students take alongside their current grade level science courses. These new courses provide students a hands-on, real-world problem-solving approach to learning. Through various lab activities and projects, students explore biology concepts such as genetics, physiology, microbiology and medicine as they work collaboratively to investigate innovative solutions to present-day health challenges. Our goal is that 100% of our students are college and career ready upon graduating from our school. All of our students will take the necessary courses to be eligible to attend a four year university upon graduation. We also believe that students need to be civic minded and actively engaged in their community. As a result, many of our community service opportunities allow our students to practice their health career technical skills they have learned at HCA. Providing opportunities for students to share their PASSION for learning and serving others is a key theme at HCA.

Traci Miller, 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) 933-7360.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	178
Gr. 10	107
Gr. 11	110
Total	395

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.1
American Indian or Alaska Native	3.5
Asian	10.1
Filipino	4.1
Hispanic or Latino	66.1
Native Hawaiian/Pacific Islander	1.3
White	6.3
Two or More Races	0.5
Socioeconomically Disadvantaged	83.5
English Learners	8.9
Students with Disabilities	2.0

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			
Health Careers Academy	12-13	13-14	14-15
Fully Credentialed	12	21	22
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	1	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			
Health Careers Academy	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

* "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	98.36	1.64
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>Reading/Language Arts</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>Mathematics</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 & 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>Science</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>History-Social Science</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>Foreign Language</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)

Our building is approximately 60 years old. The building is maintained by the Grupe Commercial Company of Stockton California. We are located inside University Park in central Stockton. We employ two full time SUSD district custodians for daily cleaning issues inside the building including classroom, office, cafeteria and bathroom areas but any building or maintenance issues are taken care of by the management company. Manicured lawn service is included in service by our landlord. Weekly lawn care and landscaping occurs throughout the year.

HCA 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 to Grupe Commercial is used to ensure efficient service and that emergency repairs are given the highest priority. A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodian to develop cleaning schedules to ensure a clean and safe school.

The 2011-2012 school year was our first year of HCA. Improvements for the school year included creating four new classrooms from the current space as well as creating kitchen and cafeteria area and student store area. Creation of the school marquee and school monument sign also occurred this year. Information services of SUSD installed all new wiring and wireless and phone services for our school during the summer of 2011.

2012-2013 school year improvements include the remodeling of our biology lab and the creation of a new wet lab for our Anatomy and Physiology class. Five addition classrooms will be added from existing space to the school as well as improving the gymnasium on the property for use of physical education classes and other school activities. The use of a lecture hall three days a week is also included in plans for the 2012-2013 school year.

The 2013-2014 school year improvements included the addition of a chemistry lab, five additional classrooms, expanded cafeteria area and the full time utilization of a gym/auditorium located inside University Park. We also remodeled a portion of our large classrooms into two smaller classrooms to accommodate our rapid growth.

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: 9/8/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	aspen hall: light out, water stains on ceiling overall: walk way trip hazard by rm-17 door exit, carpet ripped and needs to be cleaned by rms -21-25. rm-14: sink missing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	boys & girls restroom: light out boys rr by rm-15 rm-42: light out. rm-54: light out.
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: walk way trip hazard by rm-17 door exit, carpet ripped and needs to be cleaned by rms -21-25.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

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			53	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		47	53	36	38	37	54	56	55
Math		9	6	34	34	34	49	50	50
HSS			24	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		1	
Similar Schools		1	

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

SOURCE: California Department of Education

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.4	16.4	15.2

* 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	53
Male	52
Female	54
Black or African American	55
American Indian or Alaska Native	
Asian	69
Filipino	
Hispanic or Latino	47
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	54
English Learners	
Students with Disabilities	
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		B	79
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			90
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			83
English Learners			
Students with Disabilities			

* "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.

- Adult Education classes for GED and citizenship
- After School Programs
- Counseling services when available
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- English as a Second Language for adults (ESL)
- Family Health Centers and programs when and where available
- GATE
- Parent Resource Center
- Parent/Student conferences when possible
- Parent/Teacher organizations (PTA/PTO/PTC)
- School Readiness Program (ages 0-5)
- School Site Council (SSC)

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

- Monitoring student attendance
- 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

Before the beginning of the school year, a summertime gathering for parents and students is held where parents are giving information regarding how they can volunteer at our school. Parents and community members who wish to become a part of the school community and participate should call the school's office. Student Leadership teacher as well as part time counselor are contact people for parents to participate in extracurricular activities.

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

A comprehensive School Safety Plan, which was recently reviewed by the School Site Council and all school faculty 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. Students and staff have been educated to important evacuation procedures in the event of an emergency. With a small staff at HCA, each teacher has been given specific duties during evacuation and emergency situations.

Every effort is made to ensure students are monitored while on campus throughout the school day. The Site administrator and school staff provide supervision for students before and during school. The school grounds are safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. There is also a 24 hour private security firm hired by the management company who leases us our building, to monitor the property know as University Park where the school is located. Collaboration with the University Park staff has occurred so that in the event of a campus emergency all tenants are clear on the evacuation process for the property.

A goal for the 2013-2014 school year included working with district personnel to allow our site to be an emergency training site for a practice drill in the event of a natural or crisis situation. Allowing our students to participate in the process of emergency planning not only provides ownership for our students in such practice drills but also allows them the hands on training for their future career aspirations.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	2.2	0.0	0.5
Expulsions Rate	0.0	0.0	0.0
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	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	N/A	

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	2013-2014	2004-2005
Year in Program Improvement	Year 1	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	.50
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.25
Social Worker	0
Nurse	.10
Speech/Language/Hearing Specialist	.15
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	400

* 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	34	9	32	1	31	2	1		10	2		3
Math	40.7	10	28	1	28	8	0	1	4	2		5
Science	41	11	37	0	21	1	1	2	5	2		8
SS	31	11	30	1	16	1	1	1	9	1		1

* 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/.

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	\$10,966	\$1,885	\$9,081	\$61,204
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			82.3	0.0
Percent Difference: School Site/ State			93.6	-13.5

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

◆ no data required.

Types of Services Funded at Health Careers Academy

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 Health Careers Academy

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	35	29	35	34	43	23
Male	36	36	27	30	45	24
Female	35	26	39	36	42	22
Black or African American	55	27	18	36	55	9
American Indian or Alaska Native						
Asian	31	15	54	31	31	38
Filipino						
Hispanic or Latino	38	31	31	38	39	23
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	38	28	34	34	44	22
English Learners						
Students with Disabilities						
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			
Health Careers Academy	2011-12	2012-13	2013-14
English-Language Arts		62	65
Mathematics		61	66
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			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

SOURCE: California Department of Education

Dropout Rate and Graduation Rate			
Health Careers Academy	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
Stockton Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			

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		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science	1	♦
Social Science	2	♦
All courses	3	1.4

* 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	66.62
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	480
% 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	100

SOURCE: This information is provided by the school district.

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled zero students in career technical education courses.

Currently the CTE courses offered at HCA include Medical Terminology and Introduction to Health Occupation courses as well as Sports Medicine. We have also added two courses from the Project Lead the Way Curriculum. Biomedical Science and Human Body Systems courses allow our students the opportunity to take an additional science courses along with their grade level state required courses. These courses are hands-on, project-based courses that engage students on multiple levels and provide them with a foundation and proven path to college and career success. Additional CTE courses will be added as the school adds a grade level each year until the first class graduates in 2015. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.