



Stagg Senior High

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

Andre Phillips, Principal

aphillips@stocktonusd.net

<https://ashs-susd-ca.schoolloop.com/>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Gloria Allen
Andrea Burrise
Kathleen Garcia
Colleen Keenan
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Ms. Julie Penn
Superintendent
Ms. Julie Penn
Interim Superintendent
Dr. Mark Hagemann
Interim Deputy Superintendent

Principal's Message

We would like to welcome you to Stagg High School for the 2015-2016 School Year. We are an educational community school that promotes lifelong learning, college and career readiness, and 21st century skills 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.

Our mission is to provide students with a structured, supportive, rigorous learning environment that will enable them to be successful in college and post-secondary careers. Our vision at Stagg High School strives to offer opportunities for our students that will promote a sense of PRIDE and engage them in challenging learning experiences. These experiences will guide them to become productive and involved members of our community. Stagg is committed to preparing students for college and/post-secondary careers by developing the skills necessary to meet the demands of the 21st century.

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, AVID, 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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (209) 933-7445 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	447
Grade 10	360
Grade 11	322
Grade 12	304
Total Enrollment	1,433

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.1
American Indian or Alaska Native	5.2
Asian	6.9
Filipino	2.8
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0.5
White	13.7
Two or More Races	1.5
Socioeconomically Disadvantaged	85.6
English Learners	13.5
Students with Disabilities	11.5
Foster Youth	0.6

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	13-14	14-15	15-16
With Full Credential	66	65	62
Without Full Credential	5	4	6
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	◆	◆	1437
Without Full Credential	◆	◆	133
Teaching Outside Subject Area of Competence	◆	◆	12

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Stagg Senior High	13-14	14-15	15-16
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	1	1
Vacant Teacher Positions	2	1	2

* "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

2014-15 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	96.8	3.2
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>9-12 Math, Algebra I, II & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>Calculus HM Adopted in 2006</p> <p>PreCalculus Adopted in 2006</p> <p>Statistics McDougal Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>California Holt Earth Science Adopted in 2007</p> <p>Biology Adopted in 2007</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>Health Glencoe Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>World History: The Modern World Adopted in 2007</p> <p>The American Vision: Modern Times Adopted in 2006</p> <p>Magruder's American Government Adopted in 2006</p> <p>Economics: Principles in Action Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	French - McDougal Adopted in 2001 Spanish – Prentice Hall Adopted in 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 7/14/2015

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	A-3: broken floor tiles. B-2: rips on walls. F-8: broken floor tiles, missing baseboard. Gyms: loose and missing ceiling tiles. K-11: loose ceiling tiles. K-3: stained ceiling tiles. M-3: stained ceiling tiles. Multipurpose/kitchen: damage ceiling tile. P-7: broken floor tiles. R-11: carpet worn,baseboard missing. R-16: carpet worn. R-21: trim missing off counter,damage thermostat. R-5: carpet worn,rips on walls.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			boys & girls restrooms: hand dryer not working boys & girls RR.
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: concrete walkway in front of main office uneven safety concern,asphalt walk way in front of portables in bad condition
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	41	23	44
Math	14	17	33

* 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

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	30	27	23	32	31	29	59	60	56

* Results are for 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	26.50	19.00	24.20

* 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

2014-15 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	29
All Student at the School	23
Male	26
Female	17
Black or African American	10
American Indian or Alaska Native	33
Asian	15
Filipino	18
Hispanic or Latino	19
Native Hawaiian or Pacific	--
White	53
Two or More Races	--
Socioeconomically Disadvantaged	9
English Learners	0
Students with Disabilities	21
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	317	303	95.6	27	31	32	10
Male	11	317	170	53.6	32	29	31	7
Female	11	317	133	42.0	22	32	33	13
Black or African American	11	317	59	18.6	25	42	20	8
American Indian or Alaska Native	11	317	14	4.4	50	29	14	7
Asian	11	317	28	8.8	32	25	39	4
Filipino	11	317	8	2.5	--	--	--	--
Hispanic or Latino	11	317	154	48.6	27	29	36	9
Native Hawaiian or Pacific Islander	11	317	0	0.0	--	--	--	--
White	11	317	35	11.0	23	29	37	11
Two or More Races	11	317	5	1.6	--	--	--	--
Socioeconomically Disadvantaged	11	317	249	78.5	31	28	32	8
Students with Disabilities	11	317	41	12.9	71	15	10	0

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	11	317	2	0.6	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

SOURCE: California Department of Education

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	317	300	94.6	64	22	9	5
Male	11	317	170	53.6	65	21	8	6
Female	11	317	130	41.0	62	25	10	3
Black or African American	11	317	57	18.0	82	7	5	4
American Indian or Alaska Native	11	317	14	4.4	57	29	14	0
Asian	11	317	28	8.8	57	25	14	4
Filipino	11	317	8	2.5	--	--	--	--
Hispanic or Latino	11	317	153	48.3	63	24	8	4
Native Hawaiian or Pacific Islander	11	317	0	0.0	--	--	--	--
White	11	317	35	11.0	49	26	11	14
Two or More Races	11	317	5	1.6	--	--	--	--
Socioeconomically Disadvantaged	11	317	245	77.3	63	23	9	5
Students with Disabilities	11	317	40	12.6	93	5	0	0
Students Receiving Migrant Education Services	11	317	2	0.6	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Parents are a huge part of the Stagg High School family. There are many opportunities for parents to be involved and learn about Stagg High School. We recognize 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)

We, as Stagg High School parents, will support our children's learning by:

- ? Monitoring attendance
- ? Communicating with teachers through ParentVue, emails, and phone calls.
- ? Staying informed about my child's education by:
 - Knowing the yearly testing schedule
 - Keeping track with their assignments and deadlines
 - Attending school events and activities (Parent Coffee hour, ELAC and SSC meetings, Back to School night).
- ? Helping my child to meet their responsibilities and encouraging appropriate behavior.

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 school places 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 2015 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, seven campus security monitors (CSM's), 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	2012-13	2013-14	2014-15
Suspensions Rate	15.70	13.25	13.05
Expulsions Rate	0.00	0.23	0.12
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

SOURCE: California Department of Education

2015-16 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 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	23	27	27	35	15	17	35	48	41	10	10	16
Math	23	26	28	27	15	11	37	43	16	3	2	24
Science	24	23	25	12	16	7	35	30	35	2	1	
SS	25	27	27	16	7	8	33	36	31	6	4	7

* 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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.25
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	360

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	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

Types of Services Funded

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 (B TSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10438.64	2548.19	7890.45	63707.4
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			58.3	4.1
Percent Difference: School Site/ State			68.2	-9.9

* Cells with ◆ do not require data.

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

◆ no data required.

2014-15 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	60	22	18	55	33	13
All Students at the School	66	19	15	56	35	9
Male	67	20	14	59	32	9

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Female	65	18	16	51	40	9
Black or African American	81	15	4	76	20	4
American Indian or Alaska Native	50	25	25	53	47	
Asian	68	26	5	53	42	5
Filipino	67	25	8	50	42	8
Hispanic or Latino	69	19	13	55	35	9
White	46	19	35	44	40	16
Socioeconomically Disadvantaged	68	18	13	57	35	8
English Learners	100			93	7	
Students with Disabilities	94	6		91	9	

* 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	2012-13	2013-14	2014-15
English-Language Arts	38	36	34
Mathematics	42	40	44
Stockton Unified School District	2012-13	2013-14	2014-15
English-Language Arts	44	35	34
Mathematics	49	42	38
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Stagg Senior High	2011-12	2012-13	2013-14
Dropout Rate	25.60	10.60	22.20
Graduation Rate	62.67	85.25	76.66
Stockton Unified School District	2011-12	2012-13	2013-14
Dropout Rate	19.40	9.90	17.90
Graduation Rate	71.09	83.09	76.40
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	164
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

SOURCE: This information is provided by the school district.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	75.48	75.95	84.6
Black or African American	62.5	67.21	76
American Indian or Alaska Native	61.54	58.72	78.07
Asian	80	82.39	92.62
Filipino	88.89	87.31	96.49
Hispanic or Latino	76.5	76.3	81.28
Native Hawaiian/Pacific Islander	50	100	83.58
White	83.08	76.53	89.93
Two or More Races	50	81.82	82.8
Socioeconomically Disadvantaged	31.71	40	61.28
English Learners	34.88	44.28	50.76
Students with Disabilities	75.25	76.64	81.36
Foster Youth	--	--	--

SOURCE: California Department of Education

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	94.84
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

SOURCE: California Department of Education

2014-15 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	1	♦
Mathematics	1	♦
Science	1	♦
Social Science	2	♦
All courses	8	.5

* Where there are student course enrollments.

SOURCE: California Department of Education

♦ no data required.

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 164 students in career technical education courses.

Stagg High currently has a growing number of CTE courses on site. Edison's CTE courses can be found in several career and college pathways on campus. The CTE courses are:

Auto I

Business Skills I, II

A new Public Safety Academy is scheduled to open in the Fall of 2016

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., 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.