



Health Careers Academy

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

Traci Miller, Principal

tmiller@stocktonusd.net

<http://hca-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

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

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) 933-7360 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	119
Grade 10	144
Grade 11	104
Grade 12	106
Total Enrollment	473

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.4
American Indian or Alaska Native	2.1
Asian	12.7
Filipino	4.9
Hispanic or Latino	63.4
Native Hawaiian or Pacific Islander	1.7
White	6.6
Two or More Races	1.3
Socioeconomically Disadvantaged	84.4
English Learners	8
Students with Disabilities	1.3
Foster Youth	0.2

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	13-14	14-15	15-16
With Full Credential	21	22	20
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	0	1
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			
Health Careers Academy	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	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

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	100.0	0.0
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)

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 the by 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: 8/3/2015				
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		boys & girls restrooms: girls RR stained ceiling tile, boys missing ceiling tile. rm 23: stained ceiling tile,paint peeling, missing base board.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/3/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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	65	23	44
Math	17	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	0	52	46	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	26.60	14.70	7.30

* 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
All Student at the School	46
Male	56
Female	40
Black or African American	--
American Indian or Alaska Native	--
Asian	61
Filipino	--
Hispanic or Latino	38
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	43
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	99	98	99.0	7	28	42	23
Male	11	99	29	29.3	7	38	41	14
Female	11	99	69	69.7	7	23	42	28
Black or African American	11	99	9	9.1	--	--	--	--
American Indian or Alaska Native	11	99	1	1.0	--	--	--	--
Asian	11	99	14	14.1	7	14	43	36
Filipino	11	99	5	5.1	--	--	--	--
Hispanic or Latino	11	99	63	63.6	10	27	44	19
Native Hawaiian or Pacific Islander	11	99	1	1.0	--	--	--	--
White	11	99	5	5.1	--	--	--	--
Socioeconomically Disadvantaged	11	99	81	81.8	9	30	38	23
Students Receiving Migrant Education Services	11	99	1	1.0	--	--	--	--
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	99	98	99.0	49	34	15	2
Male	11	99	29	29.3	41	41	14	3
Female	11	99	69	69.7	52	30	16	1
Black or African American	11	99	9	9.1	--	--	--	--
American Indian or Alaska Native	11	99	1	1.0	--	--	--	--
Asian	11	99	14	14.1	21	50	29	0
Filipino	11	99	5	5.1	--	--	--	--
Hispanic or Latino	11	99	63	63.6	57	30	10	3
Native Hawaiian or Pacific Islander	11	99	1	1.0	--	--	--	--
White	11	99	5	5.1	--	--	--	--
Socioeconomically Disadvantaged	11	99	81	81.8	53	27	17	2

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
Students Receiving Migrant Education Services	11	99	1	1.0	--	--	--	--
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

Our 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 Coffee Hour monthly,

Implementing Parent/Student conferences Fall Semester and Spring semester

Implementing Parent/Teacher organizations (PTA/PTO/PTC)

College and Career Readiness Workshops

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 school places 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 2015 -2016 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	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.49	0.00
Expulsions Rate	0.00	0.00	0.00
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	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

SOURCE: California Department of Education

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		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)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	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	9	32	26	31	2	4		10	17		3	
Math	10	28	25	28	8	6	1	4	13		5	3
Science	11	37	24	21	1	7	2	5	20		8	
SS	11	30	25	16	1	7	1	9	11		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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0
Resource Specialist	0.2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	473

* 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 (BTS)
- 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	9686.27	1392.08	8294.19	57093.04
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			66.4	-6.7
Percent Difference: School Site/ State			76.8	-19.3

* 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	43	34	23	38	46	16

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
Male	39	43	18	27	41	32
Female	45	30	26	43	49	9
Asian	47	40	13	33	47	20
Hispanic or Latino	45	28	26	40	43	17
Socioeconomically Disadvantaged	48	33	19	40	47	13
English Learners	86	14		71	29	

* 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	2012-13	2013-14	2014-15
English-Language Arts	62	65	57
Mathematics	61	66	62
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)			
Health Careers Academy	2011-12	2012-13	2013-14
Dropout Rate			
Graduation Rate			
Stockton Unified School District	2011-12	2012-13	2013-14
Dropout Rate			
Graduation Rate			
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	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

SOURCE: This information is provided by the school district.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State

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	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

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	1	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science	2	♦
Social Science	3	♦
All courses	6	.7

* 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 students in career technical education courses, but the data was not correctly tracked.

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 three courses from the Project Lead the Way Curriculum. Biomedical Science, Human Body Systems, Medical Interventions 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.

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.