



# Stagg Senior High

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

Andre Phillips, Principal

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<http://www.stocktonusd.net/Stagg>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

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

#### District Administration

Eliseo Dávalos, Ph.D.  
**Superintendent**  
Mr. Thomas Anderson  
**Assistant Superintendent,  
Educational Services**

### Principal's Message

We would like to welcome you to Stagg High School for the 2016-2017 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, Pre-AP (ELA I), and Advanced Placement (AP) courses in English, Math, Science, Social Science, and Foreign Language.

We proudly opened the Stockton Public Safety Academy this past fall and currently serve 5th-8th grade students who are focused on rigor, academics, character and leadership development, fitness improvement, and realistic hands on preparation so that each cadet is college and career ready.

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 (Career Cruising). 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 and 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	436
Grade 10	407
Grade 11	318
Grade 12	305
<b>Total Enrollment</b>	<b>1,466</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.1
American Indian or Alaska Native	5
Asian	7.4
Filipino	2.8
Hispanic or Latino	51.7
Native Hawaiian or Pacific Islander	0.9
White	13.5
Two or More Races	1.7
Socioeconomically Disadvantaged	64.7
English Learners	12.6
Students with Disabilities	12.1
Foster Youth	0.7

## 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	14-15	15-16	16-17
With Full Credential	65	62	73
Without Full Credential	4	6	6
Teaching Outside Subject Area of Competence	0	0	2
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Stagg Senior High	14-15	15-16	16-17
Teachers of English Learners	0	1	1
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	1	2	3

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

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	94.8	5.2
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

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: July 12, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>9-12 Math, Algebra I, II &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>California Holt Earth Science Adopted in 2007</p> <p>Biology Adopted in 2007 CK-12 Biology Adopted in 2016</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>CK-12 Integrated Physical Science Adopted 2016</p> <p>Health Glencoe Adopted in 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: July 12, 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	World History: The Modern World Adopted in 2007  The American Vision: Modern Times Adopted in 2006  CK-12 US History Adopted 2016  Magruder's American Government Adopted in 2006  Economics: Principles in Action Adopted in 2007  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>
<b>Foreign Language</b>	French - Vista Learning Adopted in 2015  Spanish – Vista Learning Adopted in 2015  Chinese - Cheng-Tsui Co Adopted in 2009  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>

**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: 6/22/2016**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces			X		a-8: broken floor tile. c-3: rips on walls. c-6: rips on walls. f-3: missing floor tile&baseboard, stained ceiling tile. f-8: missing baseboard. g-5: broken floor tile. gym: missing&loose ceiling tile, missing wall vent. h-4: rips on walls. h-5: rips on walls. k-3: loose ceiling tile. k-9: missing&loose ceiling tile. Kitchen/Multi/Purpose: loose ceiling tile, internet outlet hanging needs to be secured. l-3: rips on walls. m-3: rips on walls&stained ceiling tile. overall: broken floor tile in east&west hallways, paint peeling on overhangs, concrete in front of school cracked. r-11: carpet worn, rips on walls missing baseboard. r-20: rips on walls, broken floor tile stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				Kitchen/Multi/Purpose: loose ceiling tile, internet outlet hanging needs to be secured.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
			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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	41	48	24	25	44	48
Math	14	17	18	21	34	36

\* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	27	23	23	31	29	30	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	24.6	22.3	17.4

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	452	376	83.2	23.1
Male	245	200	81.6	26.5
Female	207	176	85.0	19.3
Black or African American	75	59	78.7	15.3
American Indian or Alaska Native	26	24	92.3	20.8
Asian	30	25	83.3	16.0
Hispanic or Latino	244	202	82.8	24.3
White	64	56	87.5	33.9
Socioeconomically Disadvantaged	265	206	77.7	17.5
English Learners	62	39	62.9	

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 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 Met or Exceeded
All Students	11	323	305	94.4	47.7
Male	11	199	186	93.5	41.9
Female	11	124	119	96.0	56.8
Black or African American	11	49	48	98.0	31.3
Asian	11	23	23	100.0	39.1
Filipino	11	16	15	93.8	53.3
Hispanic or Latino	11	167	155	92.8	46.8
White	11	46	43	93.5	67.4
Socioeconomically Disadvantaged	11	161	152	94.4	40.1
English Learners	11	42	35	83.3	5.7

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	323	309	95.7	16.6
Male	11	199	189	95.0	17.5
Female	11	124	120	96.8	15.1
Black or African American	11	49	47	95.9	2.1
Asian	11	23	23	100.0	13.0
Filipino	11	16	16	100.0	6.3
Hispanic or Latino	11	167	159	95.2	16.5
White	11	46	43	93.5	30.2
Socioeconomically Disadvantaged	11	161	153	95.0	11.1
English Learners	11	42	40	95.2	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## 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 (School Year 2016-17)

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 Parent Involvement Committee (ELPIC). 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 Parent Involvement Committee (ELPIC)

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 June of 2016 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	2013-14	2014-15	2015-16
Suspensions Rate	13.3	13.1	19.5
Expulsions Rate	0.2	0.1	0.5
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### 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.

2016-17 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	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.0
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist	0.00
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	367

\* 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	27	25	15	17	28	48	41	23	10	16	29
Mathematics	26	28	26	15	11	16	43	16	21	2	24	17
Science	23	25	25	16	7	16	30	35	26	1		5
Social Science	27	27	27	7	8	11	36	31	15	4	7	19

\* 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.

#### Professional Development provided for Teachers

The primary staff development focus was on the Professional Learning Communities (PLC's) by Solution Tree. The goal or desired outcome was to provide deeper and consistent implementation of PLC/Data Teams via continued coaching support and calibrate district and peer support.

This professional development was implemented via SUSD for monthly professional development days through Solution Tree for Stagg Region/Site Leadership Team

During 2015-2016, on-going teacher support/professional development was provided through site-based ELA, Math, and science leadership, monthly PLC collaboration meetings via Solution Tree, data (collaboration) team meetings, AVID Trainings, .

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	5%	5%

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

### 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 (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Stagg Senior High	2011-12	2013-14	2014-15
Dropout Rate	10.60	22.20	16.00
Graduation Rate	85.25	76.66	80.90
Stockton Unified School District	2011-12	2013-14	2014-15
Dropout Rate	9.90	17.90	11.80
Graduation Rate	83.09	76.40	82.63
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	187
% of pupils completing a CTE program and earning a high school diploma	85%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8839.01	2192.28	6646.73	71749.51
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-4.0	9.3
Percent Difference: School Site/ State			17.1	-5.4

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	94.84
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	35.7

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science	2	♦
Social Science	2	♦
All courses	8	8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	77	82	86
Black or African American	79	74	78
American Indian or Alaska Native	75	77	78
Asian	84	89	93
Filipino	86	97	93
Hispanic or Latino	73	82	83
Native Hawaiian/Pacific Islander	50	89	85
White	83	75	91
Two or More Races	100	81	89
Socioeconomically Disadvantaged	26	43	66
English Learners	34	60	54
Students with Disabilities	76	82	78

### **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 and the county. 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.