



# Health Careers Academy

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

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

## 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**

### School Description

Health Careers Academy (HCA) mission is to provide a nurturing student centered college prep environment in which students will develop academic skills, health career themed technical skills and community awareness qualities that will allow all students to make a successful transition to a health related profession. **PASSION** is our school motto, P=Professional, A=Academic, S=Service Oriented, S=Strong, I= Integrity, O=Optimistic, and N=Nurturing. These attributes are instilled daily at HCA. Students, teachers and parents are encouraged daily when crossing the purple lines at the school door to turn off all noises, distractions and give one hundred percent of their attention to learning. Students at HCA are required to take a full four years of Math, Science and English in addition to taking the necessary courses to meet the A - G UC/CSU expectations. Additional, HCA offers four articulated health career themed courses through San Joaquin Delta College. HCA also offers four courses in the Project the Lead the Way (PLTW) Bio-medical Sciences curriculum. HCA has become a certified National Academy Foundation (NAF) school and is working with community partners to provide job shadowing, mock interviews, guest speakers and internship opportunities for our students to have real world application to the medical profession.

## 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	142
Grade 10	103
Grade 11	128
Grade 12	93
<b>Total Enrollment</b>	<b>466</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	1.7
Asian	13.1
Filipino	4.5
Hispanic or Latino	64.6
Native Hawaiian or Pacific Islander	1.7
White	5.8
Two or More Races	0.9
Socioeconomically Disadvantaged	81.3
English Learners	12.4
Students with Disabilities	0.9
Foster Youth	0.2

## 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	14-15	15-16	16-17
With Full Credential	22	20	21
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	1	0
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			
Health Careers Academy	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

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

### 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	100.0	0.0
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)**

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: 8/5/2016**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				boys&girls restrooms: stained and missing ceiling tile in boys & girls restrooms, broken wall tile in girls overall: cracked walkways, stained and missing ceiling tile.
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				overall: cracked walkways, stained and missing ceiling tile.
<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	65	73	24	25	44	48
Math	17	13	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	52	46	41	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	20.3	18	6.8

\* 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	95	95	100.0	41.1
Male	24	24	100.0	62.5
Female	71	71	100.0	33.8
Asian	17	17	100.0	58.8
Hispanic or Latino	54	54	100.0	29.6
Socioeconomically Disadvantaged	51	51	100.0	29.4

\* 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	124	124	100.0	72.6
Male	11	39	39	100.0	69.2
Female	11	85	85	100.0	74.1

**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
Asian	11	19	19	100.0	57.9
Hispanic or Latino	11	77	77	100.0	74.0
Socioeconomically Disadvantaged	11	59	59	100.0	64.4
English Learners	11	13	13	100.0	23.1

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	124	124	100.0	12.9
Male	11	39	39	100.0	23.1
Female	11	85	85	100.0	8.2
Asian	11	19	19	100.0	15.8
Hispanic or Latino	11	77	77	100.0	13.0
Socioeconomically Disadvantaged	11	59	59	100.0	10.2
English Learners	11	13	13	100.0	

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)

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

Parent Resource Center - Parent Coffee Hour twice a monthly,

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.

Parents and community members who wish to become a part of the school community and participate are encouraged to 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 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 2016-2017 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	2013-14	2014-15	2015-16
Suspensions Rate	0.5	0.0	1.3
Expulsions Rate	0.0	0.0	0.0
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	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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.6
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25
Social Worker	0
Nurse	0.10
Speech/Language/Hearing Specialist	0
Resource Specialist	0.20
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	234

\* 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	32	26	15	2	4	22	10	17	12	3		0
Mathematics	28	25	17	8	6	16	4	13	13	5	3	0
Science	37	24	20	1	7	13	5	20	12	8		0
Social Science	30	25	18	1	7	16	9	11	8	1		0

\* 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 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 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)			
Health Careers Academy	2011-12	2013-14	2014-15
Dropout Rate			0.00
Graduation Rate			100.00
Stockton Unified School District	2011-12	2013-14	2014-15
Dropout Rate			11.80
Graduation Rate			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	16
% 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	75%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9009.12	8996.92	12.20	62552.07
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-99.8	-19.1
Percent Difference: School Site/ State			55.1	-21.8

\* 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	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	45.7

\* 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		♦
Mathematics		♦
Science	1	♦
Social Science	3	♦
All courses	6	18

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	99	82	86
Black or African American	100	74	78
American Indian or Alaska Native	100	77	78
Asian	100	89	93
Filipino	100	97	93
Hispanic or Latino	99	82	83
Native Hawaiian/Pacific Islander	100	89	85
White	100	75	91
Two or More Races	100	81	89
Socioeconomically Disadvantaged	100	43	66
English Learners	100	60	54
Students with Disabilities	99	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 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 Medical Front Office and Emergency Medical Services. In addition, we have four courses from the Project Lead the Way Curriculum. Biomedical Science, Human Body Systems, Medical Interventions, Biomedical Innovations 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. This year we have added four dual enrollment courses with San Joaquin Delta College to college level courses we already offer through our AP curriculum. . 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 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.