



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>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
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District Administration

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Dr. Reyes Gauna
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Educational Support Services**
Craig Wells
**Assistant Superintendent of
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**Assistant Superintendent of
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 continues to work 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	155
Grade 10	148
Grade 11	105
Grade 12	79
Total Enrollment	487

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	1.6
Asian	11.7
Filipino	3.5
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	2.1
White	6.6
Socioeconomically Disadvantaged	76.8
English Learners	3.1
Students with Disabilities	1.2
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	16-17	17-18	18-19
With Full Credential	21	21	22
Without Full Credential	2	2	3
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Health Careers Academy	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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 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>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: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	10-12 California Houghton Mifflin Harcourt 10 English Modern World History 11 US History Reconstruction to the Present Adopted in 2017 12 Houghton Mifflin Harcourt 12 Economics and American Government Adopted in 2017 10-12 Advanced Placement 10 AP Modern World History 11 AP US History 12 AP American Government Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	French - Vista Learning Adopted in 2015 Spanish – Vista Learning Adopted in 2015 Chinese - Cheng-Tsui Co Adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

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 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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/15/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	boys/girls restrooms: broken wall tile boys & girls RR overall: broken floor tiles,cracks on walls,missing ceiling tiles in hallways,drinking fountain out of order,paint peeling on overhang,cracks on walkways. rm16: stained ceiling tiles rm33: missing baseboards. rm46: missing baseboards, paint peeling on walls,missing outlet covers on ceiling. rm50: cracks on ceiling
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	rm46: missing baseboards, paint peeling on walls,missing outlet covers on ceiling.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	overall: broken floor tiles,cracks on walls,missing ceiling tiles in hallways,drinking fountain out of order,paint peeling on overhang,cracks on walkways.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	overall: broken floor tiles,cracks on walls,missing ceiling tiles in hallways,drinking fountain out of order,paint peeling on overhang,cracks on walkways.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: broken floor tiles,cracks on walls,missing ceiling tiles in hallways,drinking fountain out of order,paint peeling on overhang,cracks on walkways.
Overall Rating	Fair	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	78.0	59.0	26.0	28.0	48.0	50.0
Math	25.0	15.0	20.0	21.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	25.9	12.9	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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	103	100.00	59.22
Male	17	17	100.00	52.94
Female	86	86	100.00	60.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	63.64
Filipino	--	--	--	--
Hispanic or Latino	75	75	100.00	57.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	86	86	100.00	55.81
English Learners	21	21	100.00	23.81
Students with Disabilities	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	103	100	14.56
Male	17	17	100	5.88
Female	86	86	100	16.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	27.27
Filipino	--	--	--	--
Hispanic or Latino	75	75	100	10.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	86	86	100	15.12
English Learners	21	21	100	9.52
Students with Disabilities	--	--	--	--

Note: 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Our school recognizes that parents and the community play an important role in the success and education of their students. HCA has established partnerships with community businesses and organizations to increase parent participation. HCAI offers several opportunities and programs to encourage parent involvement.

- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- 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)

HCA uses "Jupiter Grades" to communicate with parents and guardians so they can support the learning environment of the school and their students. Parents are trained and provided log-in information to use the Jupiter on-line system. Parents are able to support their child and school in the following areas:

- Monitoring student attendance
- Monitoring completion of student homework
- Receive information regarding 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 State priority: School Climate (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 2018-19 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	2015-16	2016-17	2017-18
Suspensions Rate	1.3	0.4	1.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.9
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	.25
Psychologist	.25
Social Worker	.15
Nurse	.1
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	.2
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	257

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	15.0	16.0	17.0	22	15	18	12	17	12			
Mathematics	17.0	17.0	19.0	16	23	14	13	8	15			
Science	20.0	23.0	26.0	13	4	2	12	16	24			
Social Science	18.0	20.0	21.0	16	8	7	8	12	15			

* 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) and the development of HCA's teacher collaboration process to use data to drive instruction. HCA teachers continue to grow and develop effective teaching practices in their specific areas. Our math department is transitioning to "Integrated Math Curriculum" and will continue to attend professional development training in this area. ELA and Social Science teachers have attended Expository Reading and Writing conferences (ERWC) to help increase student achievement in reading and writing. HCA's science department continues will attend professional development for our PLTW classes. CTE and Physical education teachers attend conferences and workshops related to the health career field to enhance students understanding of the health career industry in the classroom.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Health Careers Academy	2014-15	2015-16	2016-17
Dropout Rate	0.0	1.1	0.8
Graduation Rate	100.0	98.9	99.2
Stockton Unified School District	2014-15	2015-16	2016-17
Dropout Rate	11.8	12.4	10.4
Graduation Rate	82.6	83.6	79.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	502
% of pupils completing a CTE program and earning a high school diploma	19%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10485.23	882.86	9602.37	72230
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			43.0	4.8
Percent Difference: School Site/ State			37.4	-9.2

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	59.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	3	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	1	◆
Social Science	0	◆
All courses	4	16.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	98.3	83.7	88.7
Black or African American	85.7	75.6	82.2
American Indian or Alaska Native	50.0	73.9	82.8
Asian	94.4	90.0	94.9
Filipino	100.0	93.8	93.5
Hispanic or Latino	100.0	83.7	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	100.0	74.5	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	98.9	84.0	88.6
English Learners	0.0	50.6	56.7
Students with Disabilities	100.0	50.8	67.1
Foster Youth	0.0	68.2	74.1

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 <https://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.