



Stagg Senior High

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

Gary D. Phillips, Principal

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

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Stockton Unified School District

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District Governing Board

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Board Clerk, Area 1

AngelAnn Flores
Area 2

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Area 5

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Superintendent

Nik Howard
**Interim Assistant Superintendent
of Human Resources**

MaryJo Cowan
**Assistant Superintendent of
Educational Support Services**

Sonjhia Lowery
**Assistant Superintendent of
Educational Services**

Principal's Message

We would like to welcome you to Stagg High School for the 2018-19 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. Stagg has added Career and Technical Education (CTE) pathways in Agriculture, Education, and Public Safety. During the 2018-19 school year Stagg became an AVID certified school.

Stockton Public Safety Academy currently serves 5th-11th 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 be successful in college, career, and community.

Gary D. 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 <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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	17
Grade 6	26
Grade 7	31
Grade 8	29
Grade 9	423
Grade 10	420
Grade 11	370
Grade 12	368
Total Enrollment	1,684

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	17.4
American Indian or Alaska Native	2.6
Asian	6.4
Filipino	2.1
Hispanic or Latino	58.2
Native Hawaiian or Pacific Islander	0.5
White	11
Two or More Races	1.7
Socioeconomically Disadvantaged	70.4
English Learners	13
Students with Disabilities	16
Foster Youth	1.5
Homeless	5.9

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 for Stagg Senior High	17-18	18-19	19-20
With Full Credential	74	71	76
Without Full Credential	4	15	14
Teaching Outside Subject Area of Competence	1	0	2

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1475
Without Full Credential	◆	◆	309
Teaching Outside Subject Area of Competence	◆	◆	15

Teacher Misassignments and Vacant Teacher Positions at Stagg Senior High

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	2	0	2

* 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 2019-20)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 9-12 ELA, Pearson myPerspectives, Adopted in 2019 9-12 ELD ELD Level 1 and 2, Pearson Education, Inc., CA Pearson iLit ELL, Adopted in 2019 9-12 ELD ELD Level 3 and 4, California State University, ERWC Expository Reading and Writing Course (ERWC) Pilot ELD Course, , Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	9-12, Algebra 1, Pearson, Adopted in 2019 9-12, Geometry, Pearson, Adopted in 2019 9-12, Algebra 2, Pearson, Adopted in 2019 Calculus HM Adopted in 2006 PreCalculus Adopted in 2006 Statistics, McDougal Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Physics 9-12, CK-12, Adopted in 2016 Biology 9-12, CK-12, Adopted in 2016 Chemistry 9-12, CK-12, Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	10-12 California Houghton Mifflin Harcourt, Adopted in 2017 10 - Modern World History, Adopted in 2017 11 - American History: Reconstruction to the Present, Adopted in 2017 12 - United States Government, Adopted in 2017 12 - Economics, Adopted in 2017 10-12 McGraw Hill Advanced Placement, Adopted in 2017 10 - AP Modern World History, Updated Traditions and Encounters, Adopted in 2017 11- AP US History, American History Connecting with the Past, Adopted in 2017 12 - AP American Government, American Democracy Now, 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, D'Accord Level 1 & 2, Adopted in 2015 Spanish – Vista Learning, Descubre Level 1, 2, & 3, Adopted in 2015 Chinese - Cheng-Tsui Co, Integrated Chinese, I, II, III, Adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health, Glencoe 2005 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)

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. A library and performing arts wing were added in 1976 that includes three classrooms. 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.

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: 6/10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Westside boys/girls restrooms: hand blower needs to be serviced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	overall: paint peeling on building & overhangs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	33	38	28	31	50	50
Math	11	12	21	21	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	6.2	12.5	6.2
7	21.9	9.4	6.2
9	32.8	18.3	9.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	456	436	95.61	37.61
Male	240	229	95.42	34.06
Female	216	207	95.83	41.55
Black or African American	67	61	91.04	32.79
American Indian or Alaska Native	13	13	100.00	38.46
Asian	31	30	96.77	40.00
Filipino	11	11	100.00	36.36
Hispanic or Latino	278	267	96.04	34.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	45	97.83	62.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	320	303	94.69	35.97
English Learners	114	105	92.11	13.33
Students with Disabilities	67	61	91.04	9.84
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	9	75.00	22.22
Homeless	33	28	84.85	15.15

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 2018-19 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	457	441	96.50	12.02
Male	241	231	95.85	9.96
Female	216	210	97.22	14.29
Black or African American	67	58	86.57	8.62
American Indian or Alaska Native	13	13	100.00	0.00
Asian	32	32	100.00	12.50
Filipino	11	11	100.00	9.09
Hispanic or Latino	278	273	98.20	12.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	45	97.83	20.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	320	306	95.63	10.78
English Learners	115	112	97.39	2.68
Students with Disabilities	67	62	92.54	3.23
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	9	75.00	0.00
Homeless	33	28	84.85	15.15

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 2019-20)

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, social media, Parent Connect announcements, 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, Title 1 Back-to-School night, Parent/Teacher 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 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 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.

Stagg's Readiness and Emergency Management for School (REMS) plan, which was reviewed in September of 2018 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. Five site Administrators, teachers, eight 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 around the perimeter of the school, including the parking lots to assist in ensuring the safety of all students and staff at Stagg.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	12.5	10.2	5.3
Expulsions Rate	0.1	0.4	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	350.8

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5
Other	3.0

* 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 (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
5	30		6		23		6		17	6		
6	22	1	5		29	1	5		26		6	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-22	Size 23-32	Size 33+		Size 1-22	Size 23-32	Size 33+		Size 1-22	Size 23-32	Size 33+
English	23	36	40	14	25	27	35	23	25	23	43	12
Mathematics	26	14	26	12	26	14	27	13	24	20	31	10
Science	23	19	28	4	24	15	23	6	25	17	25	6
Social Science	29	10	14	24	28	10	22	21	27	14	13	25

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	5%	5%

* 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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Stagg Senior High	2015-16	2016-17	2017-18
Dropout Rate	15.8	13.8	12.9
Graduation Rate	80.5	77.9	76.7

Rate for Stockton Unified School	2015-16	2016-17	2017-18
Dropout Rate	12.4	10.4	9.7
Graduation Rate	83.6	79.5	78.3

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	41
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,160	\$2,464	\$7,696	\$79,156
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	10.5	8.2
School Site/ State	5.3	-2.0

Note: Cells with N/A values 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	92.27
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30.48

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	9	7.3

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Stockton Unified School District's (SUSD) Career & Technical Education (CTE) program prepares students to be College and Career Ready through three main activities: Career Awareness, Career Exploration and Career Preparation. Once known as "Shop Class," Career and Technical Education (CTE) was once called Vocational Education and School to Career. Today's CTE is very demanding due to changes in the modern industry and a global economy. Simple hands-on skills are no longer enough to get a living-wage job. Today's workforce must have strong academic skills coupled with in-demand technical skills that go beyond just a high school diploma. This training includes continued learning at trade schools, apprenticeship programs, community colleges, and universities.

- Career Awareness begins in preschool through the primary grades (Preschool-5) and beyond. This is simply recognizing that there are jobs all around in our community and what those people do.
- Career Exploration begins in the Intermediate Grades (6-9) and continues for many years. This is where young people learn about their interests and abilities and explore careers related to the things they like to do. They develop an educational plan that will take them through a career pathway from school to the workplace.
- Career Preparation overlaps Career Exploration and begins in the 9th grade when students begin to select their courses in high school. The academic and "elective" courses they choose start to shape their college and career preparation. All schools offer the courses to graduate high school and most schools offer at least one formal career pathway.

At Stagg for the 2019-20 school year, we offer pathways for Education, Ornamental Horticulture, Public Safety, and Agriscience. Information on individual courses available in our course catalog.

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.