



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>

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



Stockton Unified School District

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(209) 933-7000
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District Governing Board

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Board Clerk, Area 1

AngelAnn Flores
Area 2

Kathleen Garcia
Board Vice President, Area 3

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Maria Mendez
Area 5

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

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

Sonjhia Lowery
**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.

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 Health Careers Academy for the 2019-20 school year, we offer pathways for Patient Care and Healthcare Administrative Services. 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.

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 9	136
Grade 10	131
Grade 11	131
Grade 12	96
Total Enrollment	494

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	1.2
Asian	9.9
Filipino	2.4
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	1.4
White	5.3
Two or More Races	0.6
Socioeconomically Disadvantaged	70
English Learners	4.7
Students with Disabilities	1.8
Homeless	1

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 Health Careers	17-18	18-19	19-20
With Full Credential	21	22	24
Without Full Credential	2	3	1
Teaching Outside Subject Area of Competence	0	0	0

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 Health Careers Academy

Indicator	17-18	18-19	19-20
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 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)

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: 6/27/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	eastside boys/girls restrooms: stained & missing ceiling tiles Boys & Girls RR. Multipurpose: paint peeling on ceiling. overall: paint peeling on hallways walls. Cracks on hallway floor tiles. Paint peeling on building, cracks on walkways. rm 33: baseboards replace. Westside boys/girls restrooms: stained & missing ceiling tiles Boys & Girls RR.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	rm 42: missing light cove on fixture & remove hanging wire.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	overall: paint peeling on hallways walls. Cracks on hallway floor tiles. Paint peeling on building, cracks on walkways.
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	59	77	28	31	50	50
Math	15	35	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
9	17.4	11.4	1.5

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	128	127	99.22	77.17
Male	33	33	100.00	84.85
Female	95	94	98.95	74.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	92.31
Filipino	--	--	--	--
Hispanic or Latino	93	93	100.00	75.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	86	98.85	74.42
English Learners	23	23	100.00	47.83
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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	128	127	99.22	34.65
Male	33	33	100.00	51.52
Female	95	94	98.95	28.72
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	76.92
Filipino	--	--	--	--
Hispanic or Latino	93	93	100.00	27.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	86	98.85	27.91
English Learners	23	23	100.00	8.70
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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)

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	1.0	0.6
Expulsions Rate	0.0	0.0	0.0

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*	329.3

* 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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	1.5

* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	16	15	17		17	18	12		23	6	13	
Mathematics	17	23	8		19	14	15		24	8	13	1
Science	23	4	16		26	2	24		25	2	22	
Social Science	20	8	12		21	7	15		27	4	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

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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,162	\$950	\$9,213	\$71,934
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	28.3	-1.3
School Site/ State	29.6	-11.6

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.

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 Health Careers Academy	2015-16	2016-17	2017-18
Dropout Rate	1.1	0.8	1.3
Graduation Rate	98.9	99.2	98.7

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	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%

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	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	77.63

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		N/A
Mathematics		N/A
Science	1	N/A
Social Science		N/A
All courses	4	17

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

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