

PRIDE High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	PRIDE High School
Street	100 N. Jack Tone Rd.
City, State, Zip	Stockton Ca. 95215
Phone Number	(209) 942-2695
Principal	Gary L. Grace
E-mail Address	ggrace@sjcoe.net
Web Site	www.lindenUSD.com/pride
CDS Code	39685770118307

District Contact Information	
District Name	Linden Unified
Phone Number	(209) 887-3894
Superintendent	Rick Hall
E-mail Address	rihall@sjcoe.net
Web Site	www.lindenUSD.com

School Description and Mission Statement (School Year 2017-18)

PRIDE is a continuation high school serving the needs of between 40 and 60 students that have become credit deficient. PRIDE offers a unique atmosphere that caters to the student's academic, social, and personal needs. We have created a culture of equality that students respect and value. We operate much like a large family in that we consider our students to be as our own children. We treat them with respect and dignity. For many of these students this is the first time they have felt proud and responsible for their futures. We believe all students can learn in a caring, loving environment in which they feel safe enough to let down their walls and let us in. In many cases, our student's feel that they have been kicked around by the system and their environment, at PRIDE we do not kick, but we do believe that relentlessly pounding them with praise and encouragement has a lasting impression on their self-worth. It is our goal to instill dignity, respect, and self-worth in every student that passes through PRIDE on their own personal journeys. We firmly believe that "EFFORT=PROGRESS=SUCCESS"

PRIDE High School Mission Statement

The mission of PRIDE High School is to ensure the educational success of all students in a safe learning environment through high expectations, individually designed education, and a commitment to excellence.

PRIDE High School Vision Statement

The vision of PRIDE High School is to empower students to reach their full potential as responsible, enlightened, college and career-ready citizens in a diverse and changing world.

PRIDE's motto

EFFORT=PROGRESS=SUCCESS

The vision was developed by reviewing our student/community profile and determining what we felt students should accomplish by the time they graduate. The statement was initiated by staff and refined with input from students and parents. Such was the case with defining the School Wide Learning Objectives (SLOs) as well.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 10	1
Grade 11	17
Grade 12	30
Total Enrollment	48

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	81.3
Native Hawaiian or Pacific Islander	0
White	16.7
Two or More Races	2.1
Socioeconomically Disadvantaged	85.4
English Learners	29.2
Students with Disabilities	4.2
Foster Youth	2.1

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	3	3	105
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	1	1

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 2017-18)

Year and month in which data were collected: 10.23.2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	The Language of Literature (9th)(10th)-McDougal Littell	Yes	0
Mathematics	Algebra 1-McDougal Littell, Math for Business and Per. Finance-Glenco McGraw Hill, Geometry-McDougal Littell, Integrated Math 1 by Carter, Cuevas, Day, Malloy, Holliday, Luchin, Cummins, Casey, Hovsepian, and Zike, McGraw-Hill Education, 2012. Integrated Math 2 by Carter, Cuevas, Day, Malloy, Holliday, Luchin, Cummins, Casey, Hovsepian, and Zike, McGraw-Hill Education, 2012.	Yes	0
Science	Biology-Pearson Prentice-Hall, Global Science-Kendall Hunt		0
History-Social Science	Modern World History- McDougal Littell, American Anthem-American History- Holt, American Government-Prentice-Hall, Economics-Glenco McGraw Hill		0
Health	Glenco Health-Glenco McGraw Hill	Yes	0
Visual and Performing Arts	The Stage and the School-McGraw Hill, "Drawing on the Right Side of the Brain" Tarcher Putnam		0

School Facility Conditions and Planned Improvements (Most Recent Year)

District staff did a thorough walk through. Areas in need of repair were identified and noted for repair. These areas include exterior dry rot, and interior carpeting.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 01/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 1: No issues Room 2: No issues There is no safty issue present. Room 3: Interior blinds need to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Girls/Boys R/R: Need new toilet seats in boys
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Room 1/2/3: There are some dry rot areas on the exterior of the building. This has been put on a work order for repair. Partially done.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 3: Dry rot exterior siding, partially repaired

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 01/13/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)		11	43	42	48	48
Mathematics (grades 3-8 and 11)		0	30	31	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	18	90	11.11
Male	16	14	87.5	14.29
Female	--	--	--	--
Hispanic or Latino	13	12	92.31	16.67
White	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	7.14
English Learners	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	16	14	87.5	0
Female	--	--	--	--
Hispanic or Latino	13	12	92.31	0
White	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	0
English Learners	--	--	--	--

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		--		50		54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

N/A in 16/17. Have started CTE at Linden High School beginning the 17/18 school year.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% 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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	14.58
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

PRIDE is constantly striving to involve parents in their son/daughter's education. We strongly believe that a healthy, happy, successful student needs the involvement of a parent or guardian to assist in the goal setting process and to encourage the student outside of school. We also understand that this is not always the case as students are individuals and all come from a variety of backgrounds. We have a back to school night and an open house at the beginning and end of each year. In addition we celebrate the small things in between. Parents are encouraged to attend any or all of the numerous celebrations we have throughout the year. When students enter PRIDE they along with their parents, are required to sit through a 40+ minute intake process. This sets the stage for the rest of their stay at PRIDE. This allows parents to be a part of the process and gives us the opportunity to answer any questions they might have. We also call all parents frequently, roughly every 3/6 weeks, just to touch bases with them and discuss their son/daughter's progress. We feel this helps strengthen the relationship between the school and the home.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	20	16.7	9.6	8	4.6	2.3	11.5	10.7	9.7
Graduation Rate	71.43	69.44	78.85	89.95	92	93.09	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	99.05	87.11
Black or African American	0	100	79.19
American Indian or Alaska Native	0	100	80.17
Asian	50	87.5	94.42
Filipino	0	100	93.76
Hispanic or Latino	100	100	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	98.85	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	60	100	55.44
Students with Disabilities	100	80	63.9
Foster Youth	0	0	68.19

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.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	16.5	11.1	9.6	6.7	6.0	4.5	3.8	3.7	3.6
Expulsions	3.3	1.1	3.6	0.4	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Safety Plan is reviewed on an annual basis with staff and students. Updates are added as deemed necessary based on need. This year the plan was reviewed at the beginning of the school year. Key elements relate directly to plans for evacuation or stay in place contingent based on the event. The district has a comprehensive plan that each site adjusts to meet individual plans. The plan is available on site for viewing. 17/18

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	8		7	7		6	8				
Mathematics	9	4		11	2		8	3				
Science	9	2		7	2		9	2				
Social Science	8	7		5	8		5	8				

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.25	60
Counselor (Social/Behavioral or Career Development)	0.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.25	N/A
Social Worker	0	N/A
Nurse	0.15	N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist	0.25	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11152.45	60.75	11091.70	67531.59
District	N/A	N/A	3568.78	\$68,713
Percent Difference: School Site and District	N/A	N/A	102.6	-1.7
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	51.1	-3.1

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

Types of Services Funded (Fiscal Year 2016-17)

Teachers, service workers, maintenance, transportation, special education, counseling, English learner services, etc.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,391	\$44,144
Mid-Range Teacher Salary	\$65,365	\$69,119
Highest Teacher Salary	\$82,863	\$86,005
Average Principal Salary (Elementary)	\$87,332	\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)	\$99,898	\$121,395
Superintendent Salary	\$141,566	\$178,104
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

During the 2013-2014 school year and through the 2016 school year, Linden Unified focused on the major shifts to the Common Core State Standards (CCSS). During the 2013-2014 year, the district concentrated its efforts on informational writing and math. LUSD teamed up with Great Valley Writing to provide after school training to staff on the informational writing shifts for K-8 teachers. High school teachers were provided training on informational writing through two, half day release times and through after school training. Linden Unified District focused on Common Core math shifts and provided training in the areas of Mathematical Practices 1 and 3. LUSD teamed up with the UC Math Project to provide four days of training, during the school day for K-12 teachers. Teachers were provided release days to further professional development. LUSD provided three professional development days each year beginning the 2014-2015 school year. Our district continues to focus on the major shifts in Common Core State Standards. The sessions have focused on a new math adoption, English Language Arts adoption, and technology integration. In addition, close reading strategies in as overview of the English Development Standards and Text Complexity, and bully prevention. Staff presented key learning from professional development they attended and have implemented in their own classrooms. Secondary math teachers are receiving training on their new materials and how the frameworks recommends teaching the content. Science teachers are continuing training on the Next Generation Science Standards. 2017/18 Staff have attended 3 of 4 trainings at SJCOE. In addition staff will attend the BIE. Institute for project based learning in February pending a funding source.