

SPECIALTY SCHOOLS, PROGRAMS & CAREER PATHWAYS

DIRECTORY
2019-2020



TABLE OF CONTENTS

District information	1-8
Program Descriptions	9-15
K-8 School Descriptions	16-20
High School Descriptions	21-26

BOARD MEMBERS

AREA 1 Cecilia Mendez

Clerk

AREA 2 Angelann Flores

AREA 3 Kathy Garcia

Vice President

AREA 4 Lange P. Luntao

President

AREA 5 Maria Mendez

AREA 6 Scot McBrian

AREA 7 Candelaria Vargas

John E. Deasy, Ph.D.

Superintendent



July 25, 2018

Dear Stockton Unified Community,

Welcome to the 2019-20 school year! I look forward to visiting all our schools in the coming weeks and hope to meet many of you. As we start I want to be very clear on our mission. We are not confused: We lift students out of poverty and we do this by preparing all of our students to graduate from high school college-, career-, and community-ready. Our students, families and community are counting on us. In order to succeed we must share an unshakeable belief that all of our students can achieve at high levels.

Our students are perfectly able to perform beyond what we have seen in this district. We can and will move academic achievement forward. I have every confidence that our teachers and schools can do the work necessary. My office and central administration will support our schools and classrooms to insure they have what they need to succeed. We have worked all summer to prepare for an outstanding year for our students.

This year we are adding dozens of additional counselors, some to address student coursework, others trained in trauma and mental health supports. We will have more help to improve attendance and reduce truancy. We are investing in career technology education and effective programs for English language learners. We are establishing and strengthening curriculum, especially in math and English language arts. And, despite a nationwide teacher shortage, we are working to reduce teacher substitute days.

We are focused on our most critical areas: raising achievement while reducing chronic absenteeism, suspensions and expulsions among our students.

We remain committed to providing our students safe and welcoming schools. Our district is a Safe Haven. All students are welcome, regardless of status.

As students, teachers, school staffs, district employees, parents, and community members, I ask for your dedication in the coming months. You must demand more from us. It is our goal to lift students out of poverty through excellent instruction and a top-notch education. Let's commit ourselves to making that happen.

Soon you will see our latest school achievement reports posted on the school websites. Our performances, graduation and dropout rates and more can be found on the California Dashboard at www.caschooldashboard.org.

I look forward to working with all of you to make #stocktonstrong our reality.

John E. Deasy, Ph.D.
Superintendent of Schools
Stockton Unified School District

CHOOSING A PATHWAY PROGRAM

What is the difference between a specialized program and a career pathway? A career pathway is a series of connected classes and support services designed to assist students in securing a job or the knowledge necessary to transition seamlessly into postsecondary study in the same area. Specialized programs within schools generally have a scheduling structure and curriculum different from the general population of a given school. Specialized Schools have thematic curriculums that integrate core subjects with lessons in the career, technical or focused courses.

How do I select the right career pathway/program for me? Choosing a career pathway/program is a big choice and several things should be considered during the process. Consider your interests, activities you are involved in, what you would like to do in the future and where you will likely want to live. Your parents/guardians can be instrumental in helping you understand the jobs likely to be available in the area you see yourself living in, and can help identify skills and talents you have that might be compatible with available pathways/programs. Then talk to your school about the pathway/program you would like to enroll in. To learn more about what path might be best for you, go to Xello to assess yourself, explore jobs, and make money choices.

What if I change my mind about the career pathway/program I have chosen? Choosing a career path is an important decision, and it is normal to find that a pathway that seemed to suit you a few years earlier may no longer be a fit. The good news is that the basic workplace skills you attain in one pathway/ program will transfer directly to any career path. Students can change pathways if they find their original choice does not meet their needs. The process of changing pathways should begin with discussions with parents and teachers and then progress to a high school counselor to adjust future course selections.

How can I be most prepared for success regardless of the pathway/program I choose? There are definitely a variety of skills and universal knowledge needed for success in almost any career, and you can develop those through your core and technical classes. You can take Career Technical Education (CTE) classes, participate in after school clubs, dual enrollment and volunteerism. Strong writing, public speaking, critical thinking, problem solving and computer skills are essential in today's workforce. Today's jobs require a strong academic knowledge, combined with practical technical skills that are applied to new and demanding challenges in any career.

STOCKTON UNIFIED SCHOOL DISTRICT IS COMMITTED TO PROVIDING A WORKING AND LEARNING ENVIRONMENT FREE FROM DISCRIMINATION, HARASSMENT, INTIMIDATION AND BULLYING.

Successful careers begin early and they begin at home. Working together, parents, families and children should discuss what things the children like to do and what jobs seem interesting.

- Parents need to raise awareness by talking to their young children about jobs in the neighborhood and community as well as what jobs family members do.
- Parents should encourage self-discovery, personal and academic growth in the early years. Children need to do their best in school and read books that are exciting and stimulating.
- All subjects in school are important to future careers. Reading, writing, computers, math and science are especially important in today's demanding careers.

As children progress through middle school years (6-8), parents need to talk to their children more about jobs and careers and begin to explore.

- Together, families should use the career exploration tools provided through Xello to discover what the specific career interests the children have. Then, carefully explore the high schools to discover which programs would best prepare the child for that career.
- Choosing a high school program is not a final determination of a career, but it can further help the child explore and discover the specific careers and jobs that most interest them. Even if they learn they don't like a career area, that is important to know too.

The high school years are where career preparation starts and continues from high school to colleges to on the job training with, industry certifications, professional reading and advanced college degrees. Learning never ends, even once you have a job!

- In high school, like in all other grades, reading, writing, computers, math and science are very important and success in those subjects are just as important in the career education technical classes.
- Good work habits begin in school: Attendance, Behavior, Manners and Professionalism are all skills students can practice while in school and can take with them to work. Employers call them "Soft Skills."

GET READY FOR YOUR FUTURE CAREER, BY EXPLORING TODAY. GO TO:

[Click the Xello link on your school computer.](#)

[Talk with your family, school's Counselor or Guidance Technician about your future career.](#)
[Your Counselor or Guidance Technician will provide log in information.](#)



SPECIALTY SCHOOLS

K-8 Schools & High Schools

SPECIALTY SCHOOLS & PROGRAMS	
Commodore Stockton Skills Elementary	Fundamental Education, STEM
Kohl Open Elementary	21 st Century Learning
Primary Years Academy	International Baccalaureate, STEM
Taft Elementary	Montessori
SPECIALTY PROGRAMS AT SCHOOLS	
Franklin High School	International Baccalaureate: Middle Years Program (6-10 Grades) Diploma Program (11-12 Grades)
Fremont Elementary	Music
Hazelton Elementary	Intensive Cooperative Learning
Hong Kingston Elementary	Spanish Dual Immersion
Marshall Elementary	STEM
Stagg High School	(5-10) Stockton Public Safety Academy
Stockton High School	Online and Independent Study Options
CHARTER K-8 SCHOOLS & PROGRAMS	
Nightingale Elementary	Project Based Learning
Pittman Elementary	Spanish Dual Immersion
CHARTER HIGH SCHOOLS	
Health Careers Academy High School	
Pacific Law Academy	
Stockton Early College Academy	

CAREER PATHWAY PROGRAMS

High Schools & Institutes

CAREER PATHWAYS

(Career and Technical Education: CTE Credentialed Teachers, Industry Certificates 1, Articulated Courses 2, Work Based Learning 3)

Chavez High School	Production and Managerial Arts (Stagecraft) ³ , Graphic Arts & Video ^{2,3} , Engineering, Patient Care ^{1,2,3} , Education ^{1,2,3} , Professional Music, Legal Careers
Edison High School	Engineering, Business, Computer Science
Franklin High School	Construction Trades, Welding, Product Development and CAD, Computer Science, Theater and Stagecraft
Jane Frederick High School	Construction Trades ¹ (Masonry)
Health Careers Academy High School	Patient Care ^{1,2,3}
Merlo Institute	Graphic Media Arts ² , Engineering
Pacific Law Academy	Legal Careers
Stagg High School	(9th and 10th Grades) Public Safety Academy, Ornamental Horticulture, Education ^{1,2,3}
Weber Institute	Auto ^{1,2,3} , Computer Science ^{1,2,3} , Patient Care ^{1,2,3} , Education ^{1,2,3}

CAREER ASSOCIATED PROGRAMS

Edison High School	Music, Theater and Stagecraft
Franklin High School	Music
Stagg High School	Music, Journalism

DISTRICT GRADUATION REQUIREMENTS

Students shall receive a diploma of graduation from high school and may participate in a graduation ceremony only after meeting the Stockton Unified graduation requirements. An individual with exceptional needs who meets the criteria for a certificate document shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age without disabilities would be eligible to participate. Per Education Code 56391, the right to participate in graduation ceremonies does not equate to a certificate or document (as described in Education Code 56390) with a regular high school diploma.

SUBJECT AREA	HIGH SCHOOL GRADUATION (CREDITS / YEARS)	UC/CSU ENTRANCE
English	40 credits/4 Years	4 years (“b”)
History-Social Science	30 credits 3 years [World History, US History, American Government, Economics]	2 years (“a”) Two years History / Social Science to include: one year of World History, one year of US History or one half-year of US
Mathematics (includes passing Algebra 1-2)	20 credits / 2 years	3 years (“c”) Three years of math through second year
Science	20 credits / 2 years [One year biological science, and one year physical science]	2 years (“d”) [One year biological science and one year physical]
Physical Education	20 credits / 2 years	N/A
Visual and Performing Arts	10 credits / 1 year	1 year (“f”)
World Language		2 years (“e”) Two years of the same language, three years
Career and Technical Education		
Electives	70 credits	1 year (“g”) GPA and test scores (SAT or ACT) Must meet combined min. (SAT II required for UC)
MINIMUM CREDITS REQUIRED: 210 CREDITS (December 2018)		

Although a minimum of 210 credits is required for a high school diploma from Stockton Unified, students are expected to complete 60 credits a year for four years (totaling of 240 credits).

Board Policy 6146.4 - Students with Exceptional Needs and IEPs

The Individualized Education Program (IEP) team shall determine the appropriate standards and assessments as well the recommended accommodations that may be required for students with disabilities. A student with disabilities may be awarded a high school diploma upon satisfactory completion of the course of study at competency level, including Algebra.

FREQUENTLY ASKED QUESTIONS

Who may attend Specialty Schools and Programs (formerly called magnet schools)? Any student currently living in the SUSD attendance area may apply.

May students residing in other districts apply to attend SUSD Specialty Schools and Programs? Stockton Unified School District is not accepting non SUSD residents or admission to programs at this time.

May a student apply to more than one program?
Students may apply for two programs.

Are there any special requirements for applying to Specialty Schools and Programs? Some schools and programs have entrance requirements/procedures. These are listed on the schools website.

HOW TO APPLY

COMPLETE THE SPECIALTY SCHOOLS AND PROGRAM APPLICATION

Complete and return the application to the specialty schools office by **February 8, 2019**. Applications can be found online at www.stocktonusd.net/specialtyschools or the Stockton Unified office.

WHAT HAPPENS NEXT?

What is the random selection lottery? All student applications received during the priority period January 26 - February 8 will be placed in the random selection computer program for processing. A lottery will be held in the SUSD boardroom on March 1st, beginning at 10:00 a.m. This lottery establishes the lists that are used to determine the actual placement into each program.

How are students selected? Selection is determined by the placement of the student's name on the numerical list created by the lottery with consideration to the available space, preference to siblings of students already enrolled in the program and any other program-specific entrance requirements.

Initial kindergarten placement will be based on available space and sibling preference as stated above with the additional criteria that enrollment be balanced among the four attendance quadrants within SUSD.

When will parents hear about their child's admission? Parents of kindergarteners will receive a letter from the Specialty Schools Office beginning in March. All other grades will receive a letter beginning in April or May depending on availability of space.

CONTACT PHONE LIST

John E. Deasy, Ph.D.

Superintendent

933-7070

Sonjhia Lowery

Assistant Superintendent of Educational Services

933-7040

Ward Andrus, Ed.D.

Director, Educational Services, Career & Technical Education
STEM and Specialty Schools

933-7040

Francine Baird, Ed.D.

Administrator of Admissions and Family Services

933-7000 EXT 2920

Carmen D. Jimenez

Specialty Schools Executive Assistant, Educational Services

933-7040 EXT. 2745

www.stocktonusd.net/specialtyschools

PROGRAM & CAREER PATHWAY DESCRIPTIONS

K-8 PROGRAMS

21st Century Learning

The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, college professors, employers, and others - to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student’s life.

According to the Partnership for the 21st Century, “... The following items are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century.

Content Knowledge and 21st Century Themes; Mastery of fundamental subjects and 21st century themes is essential for students in the 21st century. Disciplines include: English, Reading or Language Arts, World languages, Arts, Mathematics, Economics, Science, Geography, History, Government and Civics.

In addition to these subjects, the Partnership for the 21st Century believe schools must move beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into curriculum: Global awareness, Financial, economic, business and entrepreneurial literacy, Civic literacy, Health literacy, Environmental Literacy.”

Dual Immersion in World Language

The Two-Way Bilingual Immersion program is based on research of the most effective dual immersion programs. It provides an immersion model for native English-speaking students and a bilingual model for native Spanish-speaking students. It is an “additive bilingual” program, meaning that all students learn second language without compromising their first language.

Emphasis on Spanish instruction in the early grades allows native English-speakers ample exposure to the target language-Spanish. Native Spanish-speakers have the opportunity to expand their vocabulary and build a strong base in their first language, enabling them to be more successful as they begin to acquire English orally, and later as they transfer reading and writing skills into English.

Health Careers

Health Careers programs introduce students to the health care industry. Instruction includes activities about the human body, fitness, nutrition, disease and wellness. At high school grades more technical skills are included such as CPR, Medical Terminology and more.

International Baccalaureate

The International Baccalaureate (IB) is a recognized leader in the field of international education encouraging students to be active learners, well-rounded individuals and global thinkers. The IB program, which can be found in over 137 countries around the world, was developed in the 1960s

as an international school in Switzerland. It was then adopted by schools in the United States in 1974 as an option for students who wish to pursue a rigorous academic career as well as an outstanding, international 21st century education.

The IB program offers three high quality and challenging educational programs for community schools. The aim of these programs is to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. All three programs:

- Have a strong international dimension
- Require study across a broad range of individual subjects and trans-disciplinary areas
- Give special emphasis to learning languages
- Focus on developing the skills of learning
- Encourage students to become responsible members of their community
- Have student assessments appropriate to the age range
- Provide professional development and networking opportunities for teachers

IB Primary Years Program

Primary Years Academy offers the International Baccalaureate (IB) Primary Years Program (PYP) to K-5 students. This program offers a foundation for students that balance the rigor of a strong academic program with the developmental needs of children. Students are encouraged to ask questions, seek answers, and act upon their learning through the inquiry process in the classroom and in the world around them. Students study curriculum derived from six trans-disciplinary themes that address global topics. Teachers develop and teach six Units of Inquiry based on the IB themes and incorporate Common Core State Standards, including the Next Generation Science Standards, in order to ensure that students are receiving a high quality and relevant education. Students also study the traits of the IB Learner Profile to nurture their emotional and social well-being, along with their academic education. The IB continuum moves our students on to the Middle Years Program and Diploma Program, which is offered by Stockton Unified at Franklin High School.

IB Middle Years Program

MYP, for students grades 6-10, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, as well as becoming critical and reflective thinkers. MYP provides students the opportunity to study eight subjects: English, world language, humanities (history), science, math, technology, visual and performing arts and physical education with an emphasis on critical and reflective thinking. Students also connect their school learning to real world experiences, giving them the preparation for responsible and active participation in a changing global world. During MYP students receive outstanding preparation for the IB Diploma Program, which is the second component of the IB Academy.

The IB Diploma Program

(DP), for students grades 11 & 12, is an academically challenging and balanced program of education with final examinations that prepare students for success at university and in life beyond. The program is taught over two years and has gained recognition and respect from the world's leading universities. By participating in the high-level, six-subject courses these students have the opportunity to not only achieve college- level information, but the possibility of advanced standing at college and/or college credit for courses taken. Courses are awarded weighted

grades for accelerated classes. Course offerings include: English, French, Spanish, History of the Americas, Psychology, Biology, Chemistry, Mathematics, Math Studies, Visual Arts, Performing Arts (Music or Drama), and Theory of Knowledge.

Mathematics, Engineering, Science Achievement (MESA)

Mathematics, Engineering, Science Achievement (MESA) is nationally recognized for its innovative and effective academic development program. MESA engages thousands of educationally disadvantaged students so they excel in math and science and graduate with math-based degrees. MESA partners with all segments of higher education as well as K-12 institutions.

MESA has a proven track record with over 40 years in producing math-based graduates by providing support such as classes, hands-on competitions, counseling, transfer support and a community environment to students from middle school through four-year college.

Since 1970 MESA has helped students become scientists, engineers and mathematicians, filling an urgent need for qualified technical professionals. Through three branches of MESA, students from all segments of education are served through local centers. MESA partners with industry and all the major educational institutions throughout the United States.

Montessori

Montessori emphasizes learning through a hands-on approach. Each classroom uses Montessori materials and methodologies to enhance learning. Children learn at their own individual pace. Learning is an exciting process of discovery, leading to concentration, motivation, self-discipline, and a love of learning. Children develop critical thinking skills that are applicable for higher education and professional careers.

Project Lead the Way (PLTW) Gateway (6-8) -a STEM Program

Middle school grades are the perfect time for students to explore and learn that there is more than one way to reach a solution. PLTW Gateway provides engineering, biomedical, and computer science curriculum for middle school students that challenges, inspires, and offers schools variety and flexibility. Students get rigorous and relevant experiences through activity-, project-, and problem-based learning. They use industry-leading technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity.

Project Lead the Way (PLTW) Launch (K-5) -a STEM Program

Through PLTW Launch, our program for kindergarten through fifth grade, students become problem solvers. Students use structured approaches, like the engineering design process, and employ critical thinking. They apply STEM knowledge, skills, and habits of mind, learning that it is OK to take risks and make mistakes. As teachers and students learn and discover together, education becomes far more engaging.

Visual and Performing Arts (Also in High Schools)

The Performing Arts Pathway includes occupations that involve the direct creation of art and entertainment by the individual artist. The performing artists are themselves the means of creative expression, without a dependence on an outside medium.

HIGH SCHOOL CAREER PATHWAYS

Automotive Services

Vehicle service and repair is now a highly skilled profession that requires more brainpower than muscle power. Solving problems with your brain is critical. In addition to cars and trucks, the motor vehicles category includes boats, motorcycles, trains, and outdoor power equipment. All require specific knowledge in order to be serviced, repaired, and maintained properly.

Design, Visual and Media Arts (Journalism, Communication and Video Production)

This pathway includes occupations that use tools and materials as the primary means of creative expression. Artists and photographers use visual mediums as their tools in the same way writers, poets, and publishers use written mediums. The electronic and aural fields used in this pathway are constantly changing as technology evolves, requiring continuing studies to keep up. With the increasing use of art and design elements in daily life, the demand for jobs in this pathway will continue to grow.

Health Science

Health care is one of the fastest growing career sectors. The Health Science and Medical Technology Sector requires academic and technical skills, as well as the related knowledge necessary for the field. These careers range from entry level to management, including technical and professional specialties. Workers in this field need the knowledge and ability to contribute to the delivery of safe and effective health care. Nearly half of the careers in this area require professional level preparation. Students commonly need the academic background required for entry into postsecondary education. Specific skill sets needed usually include chemistry, physics, math, and biology plus communication, problem solving and critical thinking skills. Many careers require state certification or credentials.

Independent Study

Independent study is a different way of learning. In independent study, a student is guided by a teacher but usually does not take classes with other students every day. The student works much of the time independently.

Legal Careers

The Legal and Government Services Pathway examines the unique nature of careers in our government and legal system. Careers in the legal field are in constant demand with numerous lucrative positions available. While some careers in this pathway require a college education, many require no more than a high school diploma.

Medical Office

Computer utilization is very fascinating to many people. If you think operating a computer as your primary work focus sounds intriguing, the Health Informatics Pathway may be right for you. Health informatics involves distribution of patient health data organized via the computer. As software continues to be developed, the health informatics job opportunities will continue to grow.

Middle College

The Middle College Program is a collaboration between a high school and a community college for high school students who desire a more independent learning environment. Students take a combination of core high school courses and college courses to receive their diploma and graduate. Although students are required to take courses to fulfill their academic requirements, the students have a choice of a variety of classes to fulfill said requirements. Students are allowed to attribute the college credits earned in middle college toward their future college career after they graduate and they are also allowed to combine those together.

National Academy Foundation (NAF)

NAF's educational design ignites students' passion for learning and gives businesses the opportunity to shape America's future workforce by transforming the learning environment to include STEM infused, industry-specific curricula and work-based learning experiences, including internships. Since 1982, NAF has been partnering with existing high schools in high-needs communities to enhance school systems at a low cost by implementing NAF academies – small learning communities within traditional high schools.

Project Lead the Way (PLTW) Engineering, Biomedical, Computer Science

PLTW Engineering is more than just another high school engineering program. It is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the “right” answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation.

PLTW students have said that PLTW Engineering influenced their post-secondary decisions and helped shape their future. Even for students who do not plan to pursue engineering after high school, the PLTW Engineering program provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career.

PLTW Biomedical Science students are taking on these same real-world challenges – and they're doing it before they even graduate from high school. Working with the same tools used by professionals in hospitals and labs, students engage in compelling, hands-on activities and work together to find solutions to problems. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

The Computer Science program's interdisciplinary courses engage students in compelling, real-world challenges. As students work together to design solutions, they learn computational thinking - not just how to code - and become better thinkers and communicators. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

Public Safety (Law Enforcement)

Careers in this pathway primarily address public order, fire protection, and emergency medical services. With a continually growing population, the need for protective services is in constant high demand. Successful individuals who follow this pathway are concerned with protecting people from danger and helping to ensure their health and safety. Many of these careers provide great personal satisfaction from seeing the positive results of personal effort.

Residential and Commercial Construction

Large and small residential and commercial construction projects are the bread and butter of the construction industry. Many skilled workers with diverse specialty skills take a project from start to finish. The majority of the skill areas in this pathway are classified as individual trades.

Theater Production and Stagecraft

The Production and Managerial Arts Pathway focuses on the technical, organizational, and managerial knowledge and skills necessary to bring arts, media, and entertainment to the public. Artistic occupations require some form of publication to reach their target audience. Managers are needed to advance individual careers, technicians are needed to craft and run shows, producers are needed to create the shows, and editors and proofreaders are needed to help bring shows to life.

Woodworking and Construction

The Construction and Wood Products Pathway provides learning opportunities for students considering careers in cabinet construction, millwork, and wood products, and covers the construction of both custom and production products. Planning and layout, following plans, and use of hand, power and stationary tools are all parts of the training process.

SUSD SCHOOLS & DESCRIPTIONS

K-8 SCHOOLS

Commodore Stockton Skills School (K-8)

Commodore Stockton Skills School is a K-8th grade high performing school. We honor our legacy of Pride, Tradition and Excellence. CSSS upholds its tradition of high expectations, rigor and parent involvement. Every student is held accountable for the 3 A's - Academics, Attendance, and Attitude. CSSS is a STEM project Lead the Way school and applies Science, Technology, Engineering, and Mathematics which integrates Bio-medical, Engineering, and Computer Science K-8th grades. We have an after school MESA club that competes district and nationwide.

Students have opportunities to join the band or orchestra class, leadership class. School Stie Council, and Kennedy Games Track/Field Team. The middle school program is unique because it has specialized single subject teachers for each subject area including PE. The students also receive a 6th prior elective. Each class participates in a file trip. CSSS goal is to inspire a passion for learning and motivate students to reach their fullest potential.

Clare Stubblefield, Interim Principal

933-7170 ext. 4305

Fremont-Lopez Elementary School (K-8)

Fremont/Lopez 6th - 8th Arts Program is scheduled by level of ability in the Arts Discipline of the Pathway chosen. This allows time for every student to develop their proficiency in their chosen area at the pace that is best for them. We evaluate and students are able to move up a level based on their performance and have smaller focused classes. We have built in time in our master schedule for students to attend their Arts Pathway class twice a week. Students are exposed to every discipline we offer at the 5th thru 8th grade. Our goal is to prepare students to select an Arts pathway they can develop and maintain success. We believe that success in a their chosen Arts Pathway can lead each student to reach their highest social and academic potential.

Joseph Martinez, Principal

933-7385 ext. 1521

Hazelton Elementary School (4-8) Academic Center for the Talented

The Hazelton Academic Center for the Talented (ACT) houses and AVID - focused, WICOR-intensive five - year program in which students work together in an intensive cooperative learning atmosphere. Using rigorous curriculum and highly effective strategies enables ACT students to strive to achieve at high levels as they apply lessons in goal setting, leadership skills and team building. Opportunities to use high-level academic skills and to share unique talents are fostered through projects, team games, interactive classroom activities, student presentations, public performances, science experiments and student publications.

Victor Zamora, Principal

933-7210 ext. 5030

Hong Kingston Elementary School (K-8) Richard Valenzuela Dual Immersion Program

The Dual Language Immersion Program at Maxine Hong Kingston Elementary School helps students develop the ability to understand, speak, read, write and communicate in Spanish. Each grade level has a variety of goals and objectives to help students become bilingual.

As with acquisition in every language, practice and usage of the language on a regular basis is what will help students to become more comfortable and proficient. The research based 90/10 model is used in order to reach high levels of bilingualism and bi-literacy.

Silvia Martinez, Principal

933-7493 ext. 5551

Kohl Open School

Kohl students become complex thinkers, collaborative workers, flexible participants, self-directed, lifelong learners and effective communicators.

Students at Kohl begin in kindergarten and continue through 8th grade constructing interdisciplinary projects combining art, language arts, drama, and music. As a basis for interdisciplinary studies, Kohl sends all of its students off-site for a variety of hands on learning experiences. Kohl children have experiences exploring pumpkin patches; enjoying performances at San Joaquin Delta College, University of the Pacific, the Gallo Center, the Crest Theater and the Tech Museum; and visiting places such as the Crocker Art Museum, Yosemite Institute, the Marin Headlands, Science Camp, Lawrence Hall of Science, Valley Days at Micke Grove Zoo, Black Chasm Caves, Indian Grinding Rock, Mokelumne Fish Hatchery and the Haggin Museum. Kohl expects students to understand the joy of learning. Celebrations of effort abound, from cast parties to the annual end of the year soirée at which the Kohl Education Foundation awards two college scholarships to Kohl alumni turned high school seniors.

Older students are expected to mentor younger students and there are many opportunities to learn the skills of teaching and communication. Stagg High School provides tutors for Kohl students and the Kohl eighth grade students take Algebra on the Pacific Law Academy adjacent to Kohl. A meaningful relationship exists with Walton Special Center. Gates exist between the two schools and at recesses students from both schools intermingle and play together. Fifth, sixth, seventh and eighth grade students from Kohl are participating in a program called Circle of Friends in which they go to Walton Special Center to help in classes and work with special friends.

Bud West, Principal

933-7235

Marshall Elementary School (K-8)

Science, Technology, Engineering, and Mathematics (STEM) Program at Marshall Elementary engaging curriculum with rigorous science and mathematics instruction. FOSS and Project Lead the Way researched based learning, hands-on inquiry and real-world problem are used to teach and Next Generation Science Standards in an interdisciplinary and applied approach. Students develop college and career skills to become innovative and critical thinkers able to compete in school, community, work, and global issues in the 21st century.

Student engagement is enriched with hands-on learning using robotics, rocketry, flight simulation, microscopy, and biometrics. Students also have opportunities to participate in Astronomy, Family Science, and Math Nights. Marshall Elementary students will become scientifically, technologically, and mathematically literate in preparation for advancement to the Edison High School STEM Program

Eduardo Martir, Principal

933-7405 ext. 1704

Nightingale Charter School (K-8)

At Nightingale Charter School, students focus on building critical 21st Century skills while preparing for success in a future that includes rigorous higher education coursework, career challenges and a globally competitive workforce. Nightingale students participate in Project-Based Learning (PBL), an innovative approach to learning that builds mastery in the core content areas of reading and language arts, mathematics, science, social studies and technology.

Through Project-Based Learning, students build life skills of critical thinking, problem solving, communication, collaboration, and creativity. Nightingale students also learn about being responsible citizens through civic education, and by addressing community challenges and needs through service learning 21st Century Charter School.

Myra Machuca, Principal

933-7260 ext. 5902

Primary Years Academy of International Education

Primary Years Academy (PYA) is authorized by the International Baccalaureate Organization to offer the IB Primary Years Program. We provide a comprehensive and rigorous educational setting for kindergarten to fifth grade students.

PYA's mission is to develop internationally-minded students through rigorous, relevant, and practical International Baccalaureate (IB) curricula and methodology. We aim to foster and promote active, educated, and caring 21st Century citizens for our world. By providing a multi-cultural, student-centered environment with an emphasis on inquiry-based learning, it is our desire and intent that students become literate, self-motivated, and competent lifelong learners.

Primary Years Academy's curriculum is aligned with the California Common Core State Standards under the umbrella of IB's six trans-disciplinary themes. Teachers are trained to develop and implement six units of inquiry which incorporate the subject areas of language arts, STEM (Science, Technology, Engineering and Math) through PLTW and Social Science. Classes in art, music and Spanish as an additional language, are included in the IB program. Twenty first Century Skills, which address critical thinking, problem-solving, collaboration, communication and technology, are also taught along with the Learner Profile traits of: inquirer, thinker, caring, open-minded, principled, balanced, knowledgeable, communicator, courageous, and reflective. Our goal is to make learning relevant, meaningful, and rigorous for our students while providing high quality education that meets district, state, national and world standards. We are proud that PYA students' score among the highest in the district and above the state's average as well. PYA, All the Way! Go Falcons!

Primary Years Academy enrolls approximately 325 students in grades K-5. Maximum class size is 20 students in Kindergarten, and 28 students in grades 1-5. For additional information, please visit our website at www.stocktonusd.net/pya. We'd love to have you visit our school.

Essa Allred, Interim Principal

933-7355 ext. 4225

Richard Pittman Charter School (K-8)

Spanish Dual Immersion Charter Program

The vision of Pittman Charter School is to promote academic excellence in a dynamic, scholastic environment that fosters creativity, a love of learning, and civic responsibility. Pittman is a school of choice, where students, parents, and staff are ardently committed to the mission of the school.

Pittman’s academic program focuses on accelerated student achievement through:

- Intensive professional development and staff collaboration intended to ensure a higher level of quality classroom instruction directly geared to meet identified student needs, and which employs research-based, successful, and proven instructional practices
- Meaningful parental involvement in the education of children
- Science integration through experiential and inquiry-based instruction in grades K-8

A Spanish dual immersion program where students have the opportunity to acquire a second language through a research-based program utilizing hands on and innovative technique with a new grade level being added each year.

Emilio Junez, Principal

933-7496 ext. 8167

Taft Elementary School (K-8) Montessori Learning Academy

Taft Montessori School is a school-wide public Montessori School, and the only non-tuition public Montessori School in San Joaquin County. Taft serves children from kindergarten through eighth grades with a goal of educating the whole person through the Montessori approach, which addresses the intellectual, social, emotional and physical needs of each child.

Montessori education focuses on the development of the whole child in all areas of life, and supports the idea that children have an innate desire to learn, explore, and discover. This is supported best within a social environment that inspires personal development. The philosophy of the Taft Montessori School community is to encourage the child’s interests and curiosity, and to develop responsible, independent thinkers, fostering a lifelong love of learning. One of the greatest strengths of the school is the Montessori-trained and highly qualified teachers who take a personal interest in their students and parents. Couple this with a Montessori trained and credentialed program specialist, and an administrator credentialed in Montessori School management and the result is a strong foundation where children develop and learn to become responsible, engaged citizens. Taft’s program is affiliated with the American Montessori Society.

Jana Brooks, Principal

933-7285 ext. 6700

HIGH SCHOOLS

Amos Alonzo Stagg High School (5-12)

The Stockton Public Safety Academy (At Stagg High School) is designed to provide cadets with the beginning cognitive and effective behaviors necessary for careers in public safety. Our emphasis is on a guided regimen of self-discipline and skill development, while stressing teamwork and personal initiative which are essential to successful public safety careers. Historically, public safety agencies have operated in a span-of-control/paramilitary environment. Academy cadets are expected to conduct themselves in a manner conforming to this tradition.

The education and training during the Public Safety Academy focuses on the following:

- Academic Performance
- Personal and Team Discipline
- Professional Behaviors
- Personal and Team Safety
- Manipulative Skill Performance
- Teamwork
- Initiative
- Fitness

The Stagg Journalism program is an excellent opportunity for students to learn and practice real-world skills. Working on a print newspaper and a multimedia website, students learn the following:

- Oral and written communication
- Proficiency with several industry-standard software applications
- Time management, working under deadline conditions
- Photography, art and graphics that help tell the story
- Videography and other forms of multimedia storytelling

Awards & Recognition: The Newspaper Pacemaker Award is considered the “Pulitzer of high school journalism.” The Stagg Line has won that award seven times.

- Adrianna Owens (Class of 2014) was named second place California Journalist of the Year.
- Mikeala Axton (Class of 2012) earned second place in the nation for her opinion story.
- Jada Johnson & Veronica Vargo (Class of 2015) both attended a weeklong summer institute at Stanford, free of charge.

Students who remain in the program have the opportunity to become part of one of the most recognized and awarded high school publications in the country, The Stagg Line print newspaper and staggonline.net, the website.

The Agriculture and FFA program are excited to open a new Experimental Orchard, Vineyard and Commercial Greenhouse in the Spring of 2019. Come and learn how the Agriculture of San Joaquin County works and can work for you. You will learn about Floral Design, and Agri-Science. You can become a member of FFA and learn leadership skills in the process.

Andre Phillips, Principal 933-7445 ext. 8453

Benjamin Franklin High School (6-12)

The Franklin High School Middle Years IB Program offers students the best of both worlds - challenging coursework and dynamic teaching with a complete high school experience that includes sports, clubs and dances.

Life in the 21st century places many demands on students. The Franklin High School Middle Years IB Program (IB MYP) for students 11-16 is designed to help them find a sense of belonging in the ever changing world around them and to foster a positive attitude to learning. Additionally the IB MYP provides a series of academic challenges that encourage students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The Franklin High School Diploma Program (DP) is designed to prepare students to live in a globalized world, which requires critical-thinking skills and a sense of international-mindedness. This is done by emphasizing the development of the whole student—physically, intellectually, emotionally and ethically. The DP is an academically challenging and balanced program of education with final examinations preparing students, normally aged 16 to 19, for success at university and life beyond.

High expectations, supportive staff, a family atmosphere and a dynamic staff trained in IB are all characteristics of Franklin High School's IB program. The socioeconomic and ethnic diversity at Franklin means that in addition to receiving rigorous academic preparation, students learn to live and work with people from many other ethnic groups and backgrounds, a foundation as important to their success in college and life as the academic preparation itself.

Franklin has opened Construction Trades, Welding and Product Design Career Pathways. You can learn the elements of design, 3D printing, Computer Aided Drafting, all aspects of building and welding. The new pathways have exciting opportunities to use your hands and see the results of your learning right away. You can participate in SkillsUSA Leadership and Skills contests at regional, state and national levels.

Juan Salas, Principal

933-7435

Cesar Chavez High School

The Fine and Performing Arts Program at Cesar Chavez High School provides diverse offerings of music, visual and performing arts and includes opportunities in marching band, jazz band, choir, mariachi, orchestra, dance, theatre and visual arts.

The dynamic program is led by award winning teachers. These fine instructors represent the Chavez arts community in concerts and festivals at local, regional, state and internationally acclaimed events, festivals and competitions.

Additional music courses include piano, guitar and music technology. Dance, theatre and a variety of visual art courses including art history are offered to provide a complete arts education in each of the four arts disciplines.

Sheri Jackson, Principal

933-7480 ext. 8756

Captain Charles M. Weber Institute of Applied Sciences & Technology

Weber Institute prides itself on preparing students for college and career entry upon graduation. Weber provides the necessary A-G requirements for CSU/UC college entrance. In addition, our three Career Technical Education (CTE) academies prepare students for the work field upon graduation.

The Transportation Academy provides students with relevant learning opportunities tied to the automotive industry. Students in the Transportation Academy have the opportunity to earn 14 ASE industry certifications by the time they graduate from Weber. The Technology Academy allows students to earn certification in six areas of technology focusing on programing/coding, webpage design and graphic arts. The Health Academy encourages students to find careers within the health field and prepares students for patient care in the health industry. All students have the opportunity to earn certification in CPR and First Aid. In addition, Weber Institute is adding an Education pathway to meet the demand for teachers in the United States. Students are encouraged to participate in internship programs in their particular career field during their junior and/or senior years.

Weber Institute currently serves approximately 430 ninth through twelfth grade students. The school maintains a “workplace” culture with students adhering to a professional dress code. Weber offers a small, safe campus with the benefits of a large comprehensive high school. There are student clubs, leadership, yearbook, internships, field trips, dances, and other events throughout the year. Weber is a small high school with huge opportunities for students preparing to go to college or directly into the workforce.

Osman Zarif, Acting Principal

933-7330 ext. 7943

Edward C. Merlo Institute of Environmental Technology

The Edward C Merlo Institute of Environmental Technology (Merlo) prepares students for success in their post-secondary endeavors. This is accomplished by providing all students with the academic, technological, and career education necessary for success in the next life level as well as access to A-G coursework. Furthermore, students are provided with models and tools to assist them in developing personal responsibility as they move toward becoming contributing members of society. In addition all students create a working portfolio and present an aspect of their work to a panel toward the end of the year.

One of the highlights at Merlo is involvement with SkillsUSA, a project-based program where small groups of students compete at local, state and national levels. SkillsUSA provides quality educational experiences for students in leadership, teamwork, citizenship and character development while building and reinforcing self-confidence, work attitudes and communication skills. Merlo has consistently had one of the highest graduation rates of the high schools. The Small Learning Community concept is exemplified at Merlo with teachers, administrators, and counselors able to spend much more time with students due to the small school environment.

Gamal Salama, Principal

933-7190 ext. 4703

Health Careers Academy

Health Careers Academy (HCA) is a unique small school. Founded through community interest, this school is focused solely on the health care industry. HCA is made stronger by partnerships with California State University Stanislaus, Kaiser School of Allied Health, University of the Pacific and San Joaquin Delta College. HCA has already articulated its medical terminology and health occupations classes meaning 9th grade students have already received college credit.

Each school day has time built in for students to complete homework, finish assignments and study. Twice a week during this time community partners, such as doctors, nurses and medical professionals speak to the students about various career choices and current medical trends.

HCA has been awarded grants by the California Prison Health Services, Health Plan of San Joaquin and scholarships from the Permanente Physicians Group and Grupe Commercial Community. HCA is a true example of a community coming together to support a local school knowing the school will in turn support the community with a pipeline program for future health care workers in the Central Valley.

Aaron Mata, Principal

933-7360 ext. 8671

Pacific Law Academy

Pacific Law Academy Public Charter High School (PLA) is a college preparatory program partnered with the University of the Pacific. PLA focuses on a high level of academic preparation with the expectation that all students graduate college ready.

In preparation for post-secondary coursework, PLA students are expected to take four (4) years of Math and Science and at least three years of a foreign language. PLA offers a full complement of Honors, Pre-AP, Advanced Placement, and University of the Pacific courses where students receive college credit. PLA offers UC/CSU A-G coursework and has received WASC accreditation as an academically rigorous program. Additionally, students have the opportunity to participate in at least one course of study in our legal pathway per year with the possibility of an internship during the 12th grade. PLA offers daily academic support through our PAWS program and daily after school tutoring.

Pacific Law Academy's program is designed to prepare students for college; the faculty and staff of PLA have created a nurturing and supportive environment where the success of our students is the pinnacle of importance. The expectation is that all students will matriculate to a post-secondary program and successfully complete that program. PLA emphasizes a well-rounded high school experience; students are encouraged to participate in the many clubs and activities, such as Key Club and Mock Trial, as well as a full complement of athletic opportunities at the neighboring comprehensive high school (A. A. Stagg).

Pacific Law Academy is a high achieving, nationally recognized academic program receiving the Silver recognition from U.S. News and World Reports for 2016 as one of the "Best High Schools" in the nation.

Richard Capello, Principal

933-7475 ext. 8701

Stockton High School

Stockton High School is a unique campus and offers a different approach to learning. We are a specialty high school offering online and an Independent Study program. Students are required to attend school daily for 2 1/2 hours and must complete a majority of the work outside of class. We focus on meeting the needs of each individual student to earn their high school diploma and prepare for post-secondary opportunities once they graduate.

Maryann Santella, Principal

933-7365

Stockton Unified Early College Academy

At Stockton Early College Academy (SECA) students will experience a highly rigorous, college preparatory (Honors and Advanced Placement) high school education, as well as take college classes (up to 11 units a semester) for which they receive both college and high school credit. SECA is ranked in the top 30 highest achieving schools in California. There is no cost to either students or parents for this remarkable program, including computer use as needed.

SECA's mission is to provide a highly supportive and academically challenging learning environment for strongly motivated high school students, many of whom are traditionally under-served in post-secondary education, but who show high potential for future academic and career success.

SECA seeks to have students experience a rigorous college preparatory high school education (CP/Honors and Advanced Placement classes), augmented with concurrent direct access to fully transferable (IGETC Protocol) college-level courses in all academic disciplines, and anchored by a school-wide commitment to Advancement Via Individual Determination (AVID). From this foundation, SECA expects each student to successfully matriculate to, and graduate from, a four-year university or college. Academically and experientially, students are mentored to envision what they might become, to empower themselves as persons of worth and substance, and to boldly engage the challenges and opportunities of the future by taking the road less travelled.

Joshua Thom, Principal

933-7370 ext. 1450

Thomas Edison High School

Students in the Thomas Edison High School Science, Technology, Engineering, and Mathematics (STEM) Program participate in a rigorous four-year course of study emphasizing advanced problem solving and reasoning skills that carry students well beyond the basic courses required for graduation. Students learn to use computers to extend the processes of inquiry, research and problem solving through critical thinking.

The Edison STEM Magnet Program is unique in that it offers the highest level of mathematics and science classes available to high school students including AP Biology, AP Chemistry, AP Calculus AB & BC, Anatomy & Physiology, and Physics. In addition, the program offers a unique project-based engineering pathway which includes Robotics, Pneumatics, Control Systems, AC/DC Electrical Systems, Electrical and Mechanical Fabrication, Computer-Aided Design and a variety of other engineering courses in a nearly completed state-of-the-art engineering building. A certificate of completion is awarded to those students successfully completing the engineering pathway.

Chris Anderson, Interim Principal

933-7425 ext. 8007

NOTES

NOTES



NONDISCRIMINATION STATEMENT

District programs and activities (educational, employment, and vocational/ adult education) shall be free from discrimination based on gender/ sex (including sexual harassment), race, color, religion (religious creed, national origin, ancestry, ethnic group, marital or parental status, pregnancy, denial of family care leave, age over 40, physical disability (including HIV and AIDS), mental disability, medical condition (Cancer), Vietnam era veteran status, actual or perceived sexual orientation, or any other unlawful consideration. In compliance with the Americans with Disabilities Act of 1990, the essential functions have been identified for all positions and are on file in the Human Resources Department. Copies are available upon request.