

Jane Frederick High School

1141 E. Weber Ave. • Stockton, CA 95205 • (209) 933-7340 • Grades 9-12

Chris Anderson, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Stockton Unified School District

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District Governing Board

Gloria Allen
Andrea Burrise
Kathleen Garcia
Colleen Keenan
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Ms. Julie Penn
Superintendent
Ms. Julie Penn
Interim Superintendent
Dr. Mark Hagemann
Interim Deputy Superintendent

School Description

Jane Frederick High School seeks to provide a safe, positive and productive learning experience for our students. Jane Frederick High School provides grades 9-12 students an alternative education designed to increase students' basic skills and encourage academic growth. Jane Frederick students are encouraged to reach the academic goal of graduation and or prepare for the world of work. Jane Frederick High School works to normalize student attendance rates and provide a pathway for students to continue their coursework to meet the SUSD requirements for graduation. We value our parents and students and we challenge our school community to help assist each student in reaching his or her individual potential. In addition to providing a sound learning environment, with an exceptional student Credit Recovery Program, Jane Frederick High School also provides a variety of support curriculum and services which include an: Outreach Consultant who provides Drop-out Prevention and Social Services, Student Leadership with the Second Step Violence Prevention curriculum, S.J. County Office of Education Counseling/Therapy Sessions, Point Break Anger Management and Substance Abuse Prevention Support Groups, and the Frederick Student Assistance Intervention Program.

Christopher Anderson, Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 at (209) 933-7340 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 6 |
| Grade 10 | 32 |
| Grade 11 | 85 |
| Grade 12 | 107 |
| Total Enrollment | 230 |

SOURCE: California Department of Education

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 20.4 |
| American Indian or Alaska Native | 9.1 |
| Asian | 4.3 |
| Hispanic or Latino | 57 |
| White | 7.8 |
| Two or More Races | 1.3 |
| Socioeconomically Disadvantaged | 91.7 |
| English Learners | 19.1 |
| Students with Disabilities | 15.2 |
| Foster Youth | 0.9 |

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | | | |
|---|-------|-------|-------|
| Jane Frederick High School | 13-14 | 14-15 | 15-16 |
| With Full Credential | 15 | 14 | 13 |
| Without Full Credential | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 3 |
| Stockton Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 1437 |
| Without Full Credential | ♦ | ♦ | 133 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 12 |

SOURCE: This information is provided by the school district.

♦ no data required.

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Jane Frederick High School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 1 | 0 | 1 |

* "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.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 94.9 | 5.1 |
| Districtwide | | |
| All Schools | 95.8 | 4.2 |
| High-Poverty Schools | 95.8 | 4.2 |
| Low-Poverty Schools | 0.0 | 0.0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

| Textbooks and Instructional Materials | |
|---|---|
| Year and month in which data were collected: September 2015 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Mathematics | <p>9-12 Math, Algebra I, II & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>Calculus HM Adopted in 2006</p> <p>PreCalculus Adopted in 2006</p> <p>Statistics McDougal Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Science | <p>California Holt Earth Science Adopted in 2007</p> <p>Biology Adopted in 2007</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>Health Glencoe Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| History-Social Science | <p>World History: The Modern World Adopted in 2007</p> <p>The American Vision: Modern Times Adopted in 2006</p> <p>Magruder's American Government Adopted in 2006</p> <p>Economics: Principles in Action Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: September 2015

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------|---|
| Foreign Language | French - McDougal Adopted in 2001 Spanish – Prentice Hall Adopted in 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/13/2015

| 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 | | rm 10: broken floor tiles. rm 15: broken floor tiles,rips on walls. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | | X | boys & girls restrooms: handles on boys and girls RR doors need to be replaced overall: asphalt walkways have lot of cracks. |
| 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], Science California Standards Tests); and
- The percentage of pupils 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

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 5 | 23 | 44 |
| Math | 0 | 17 | 33 |

* 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.

SOURCE: California Department of Education

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 3 | 0 | 3 | 32 | 31 | 29 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. 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.

SOURCE: California Department of Education

| School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 110 | 86 | 78.2 | 50 | 15 | 5 | 0 |
| Male | 11 | 110 | 49 | 44.5 | 61 | 12 | 4 | 0 |
| Female | 11 | 110 | 37 | 33.6 | 35 | 19 | 5 | 0 |
| Black or African American | 11 | 110 | 13 | 11.8 | 62 | 0 | 0 | 0 |
| American Indian or Alaska Native | 11 | 110 | 5 | 4.5 | -- | -- | -- | -- |
| Asian | 11 | 110 | 1 | 0.9 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 110 | 54 | 49.1 | 56 | 15 | 6 | 0 |
| White | 11 | 110 | 13 | 11.8 | 15 | 15 | 8 | 0 |
| Socioeconomically Disadvantaged | 11 | 110 | 74 | 67.3 | 53 | 16 | 3 | 0 |
| Students with Disabilities | 11 | 110 | 8 | 7.3 | -- | -- | -- | -- |

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |

* 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.

SOURCE: California Department of Education

| 2014-15 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 29 |
| All Student at the School | 3 |
| Male | 0 |
| Female | 8 |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 6 |
| White | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | 0 |
| Students with Disabilities | 4 |
| Foster Youth | -- |

* 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.

SOURCE: California Department of Education

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Foster Youth | 11 | -- | -- | -- | -- | -- | -- | -- |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

SOURCE: California Department of Education

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 110 | 85 | 77.3 | 79 | 5 | 0 | 0 |
| Male | 11 | 110 | 50 | 45.5 | 76 | 6 | 0 | 0 |
| Female | 11 | 110 | 35 | 31.8 | 83 | 3 | 0 | 0 |
| Black or African American | 11 | 110 | 14 | 12.7 | 64 | 14 | 0 | 0 |
| American Indian or Alaska Native | 11 | 110 | 5 | 4.5 | -- | -- | -- | -- |
| Asian | 11 | 110 | 1 | 0.9 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 110 | 53 | 48.2 | 79 | 4 | 0 | 0 |
| White | 11 | 110 | 12 | 10.9 | 83 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 11 | 110 | 73 | 66.4 | 77 | 5 | 0 | 0 |
| Students with Disabilities | 11 | 110 | 8 | 7.3 | -- | -- | -- | -- |
| Foster Youth | 11 | -- | -- | -- | -- | -- | -- | -- |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Jane Frederick High School has jointly developed with and distributed to parents of participating students the following written Title I parental involvement policy. The policy has been agreed on by parents of Title I students and describes the means for carrying out the following Title I parental involvement requirements: [Title I Parental Involvement, 20 USC 6318(a)-(f)]

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

Jane Frederick High School carries out the following legal requirements in the manner described below:

1. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their rights to be involved:

At our Title I meeting we discuss:

Goals of Title I

Parent Rights under Title I

Parent Involvement at our School
School Achievement Data
Single Plan for Student Achievement and School Site Council (SSC)
Title I Funding
Parent Involvement Policy
School-Parent Compact

2. Offer a flexible number of meetings:

Jane Frederick High School offers:

Monthly parent meetings—to discuss the school campus, academics, and any other topic of interest to our parents.

School Site Council Meetings—3rd Thursday of every month.

3. Involve parents of participating students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Title I parental involvement policy*.

Parents are encouraged to get involved with our School Site Council to plan, review, and improve our programs offered at our school. The SSC annually reviews and approves the Policy and School Parent Compact.

4. Provides parents of participating students with timely information about Title I programs.

Parents receive information about:

Parents and students are notified of supplemental and interventions offered under the Title I program such as Math and English, and credit recovery opportunities. These notifications take place in the form of a Parent-Link call home or through the school website and flyers sent home with students.

5. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.

Parents receive an explanation of the curriculum, academic assessments and proficiency levels during:

Parents are kept informed of student progress through the use of ParentVue Gradebook which is an online grading program giving parents and students accessibility to student progress, scheduled progress reports and report cards, and scheduled SST meetings to review academic, attendance, and behavior progress.

6. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Parents are always welcomed to the campus to take an active role in the educational decisions relating to their children. This is done through meetings with the Guidance Counselor, Parent-Outreach Consultant, Teachers, and Administration.

*If a school has a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children. [Title I Parental Involvement, 20 USC 6318(a)-(f)]

SHARED RESPONSIBILITIES: SCHOOL-PARENT COMPACT

Jane Frederick High School has jointly developed with and distributed to parents of participating students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students reach proficiency on the California content standards. The compact describes the following items in addition to items added by parents of Title I students. (A copy of the compact is attached to this policy.)

1. The school's responsibility to provide high-quality curriculum and instruction.

2. The parent's responsibility to support their children's learning.

3. The importance of ongoing communication between parents and teachers through, at a minimum, annual conference, reports on students' progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

BUILDING CAPACITY FOR INVOLVEMENT

Jane Frederick High School engages parents of participating students in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of students.

Parents are given access to the ParentVue grade book for all classrooms giving parents a snapshot into their students' academic achievements and challenges. In addition, scheduled progress reports and report cards, and scheduled SST meetings to review academic, attendance, and behavior progress are scheduled.

2. Provides materials and training to help parents work with their children to improve their children's achievement.

Parents have the opportunity to attend SST meetings specifically designed to provide parents with resources to assist them in helping to improve their child's achievement.

3. Educates staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. Jane Frederick High School works with teachers to value and incorporate parents input into the academic success of students.

4. Coordinates and integrates parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. Parents are always invited and welcome to participate in the Jane Frederick High School on campus during celebrations and academic focus days or while assisting on fieldtrips and other outings.

5. Distributes information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Jane Frederick High School communicates utilizing Parent-Link messages, school website, and through mailers sent home.

6. Provides support for parental involvement activities requested by parents. Jane Frederick High School supports parental involvement activities requested by parents.

ACCESSIBILITY

Jane Frederick High School, to the extent practicable, provides full opportunities for the participation of parents with limited English proficiency. A translator will be made available—when necessary, to facilitate in the parents language. Parents with disabilities have full access to all areas of campus. Parents requiring additional services such as hearing or vision impairment can contact the office to make special accommodations as necessary. Parents of migratory students can obtain services through the Migrant Education Region 23. Additionally, information and school reports can be made available in a format and, to the extent practicable, in a language parents that participating students understand.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Jane Frederick High School places a strong emphasis on ensuring the safety of all students and staff members. The school’s custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during the 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, helps to provide a secure, peaceful and clean environment for the school community. The school’s Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Every effort is made to ensure students are monitored while on campus throughout the school day. Campus Security Monitors, teachers, site administrators and school staff provide supervision for students before and during school. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

| Suspensions and Expulsions | | | |
|-----------------------------------|----------------|----------------|----------------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 16.82 | 20.35 | 16.67 |
| Expulsions Rate | 0.00 | 0.00 | 0.00 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 10.96 | 10.09 | 9.39 |
| Expulsions Rate | 0.02 | 0.08 | 0.08 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

SOURCE: California Department of Education

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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | No | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | No | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | No | Yes | Yes |
| Met Attendance Rate | N/A | Yes | Yes |
| Met Graduation Rate | Yes | Yes | Yes |

SOURCE: California Department of Education

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2011-2012 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 50 | |
| Percent of Schools Currently in Program Improvement | 86.2 | |

SOURCE: California Department of Education

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 8 | 6 | 7 | 34 | 54 | 50 | | | | | | |
| Math | 7 | 7 | 7 | 32 | 35 | 30 | 1 | 2 | | | | |
| Science | 7 | 6 | 6 | 22 | 20 | 23 | | | 2 | | | |
| SS | 8 | 7 | 7 | 42 | 50 | 49 | 2 | 2 | 2 | | | |

* 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.

SOURCE: California Department of Education

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 1 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0.33 |
| Social Worker | 0 |
| Nurse | 0.1 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist | 0 |
| Other | 1 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 230 |

* 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.

SOURCE: This information is provided by the school district.

Professional Development provided for Teachers

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014, 2014-2015 and 2015-2016. Additionally, onsite coaching is provided by administration.

On-going teacher support is provided through site-based staff PLC collaboration meetings and data team meetings. The JFHS faculty's PLC meets every Thursday and collaborate on student achievement through use of the JFHS cross-curricular lessons based on the JFHS instructional themes. In addition, the JFHS faculty meet once per month and engage in a writing workshop to build knowledge and skills of the writing process to implement productive writing assignments in class.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$39,802 | \$43,165 |
| Mid-Range Teacher Salary | \$60,551 | \$68,574 |
| Highest Teacher Salary | \$76,281 | \$89,146 |
| Average Principal Salary (ES) | \$105,299 | \$111,129 |
| Average Principal Salary (MS) | | \$116,569 |
| Average Principal Salary (HS) | \$111,870 | \$127,448 |
| Superintendent Salary | \$232,300 | \$234,382 |
| Percent of District Budget | | |
| Teacher Salaries | 35% | 38% |
| Administrative Salaries | 6% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

SOURCE: California Department of Education

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 8701.49 | 2473.45 | 6228.04 | 61159.23 |
| District | ◆ | ◆ | 4983.64 | \$61,632 |
| State | ◆ | ◆ | \$5,348 | \$72,971 |
| Percent Difference: School Site/District | | | 25.0 | 0.0 |
| Percent Difference: School Site/ State | | | 32.8 | -13.5 |

* Cells with ◆ do not require data.

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

| 2014-15 California High School Exit Examination Grade Ten Results by Student Group | | | | | | |
|--|-----------------------|------------|----------|----------------|------------|----------|
| Group | English-Language Arts | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 60 | 22 | 18 | 55 | 33 | 13 |
| All Students at the School | 93 | 2 | 4 | 96 | 4 | |
| Male | 96 | | 4 | 92 | 8 | |
| Female | 91 | 5 | 5 | 100 | | |
| Hispanic or Latino | 93 | 3 | 3 | 97 | 3 | |
| Socioeconomically Disadvantaged | 97 | | 3 | 97 | 3 | |
| English Learners | 100 | | | 100 | | |

* 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.

SOURCE: California Department of Education

| CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced | | | |
|--|---------|---------|---------|
| Jane Frederick High School | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 5 | 7 | 7 |
| Mathematics | 9 | | 4 |
| Stockton Unified School District | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 44 | 35 | 34 |
| Mathematics | 49 | 42 | 38 |
| California | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 57 | 56 | 58 |
| Mathematics | 60 | 62 | 59 |

* 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.

SOURCE: California Department of Education

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Jane Frederick High School | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 19.40 | 9.90 | 17.90 |
| Graduation Rate | 71.09 | 83.09 | 76.40 |
| Stockton Unified School District | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 19.40 | 9.90 | 17.90 |
| Graduation Rate | 71.09 | 83.09 | 76.40 |
| California | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 13.10 | 11.40 | 11.50 |
| Graduation Rate | 78.87 | 80.44 | 80.95 |

SOURCE: California Department of Education

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 98 |
| % of pupils completing a CTE program and earning a high school diploma | 100% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0 |

SOURCE: This information is provided by the school district.

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2014 | | |
| | School | District | State |
| All Students | 28.68 | 75.95 | 84.6 |
| Black or African American | 20 | 67.21 | 76 |
| American Indian or Alaska Native | 35.29 | 58.72 | 78.07 |
| Asian | 11.11 | 82.39 | 92.62 |
| Filipino | 33.33 | 87.31 | 96.49 |
| Hispanic or Latino | 31.94 | 76.3 | 81.28 |
| Native Hawaiian/Pacific Islander | | 100 | 83.58 |
| White | 27.27 | 76.53 | 89.93 |
| Two or More Races | | 81.82 | 82.8 |
| Socioeconomically Disadvantaged | | 40 | 61.28 |
| English Learners | 8.7 | 44.28 | 50.76 |
| Students with Disabilities | 30.17 | 76.64 | 81.36 |
| Foster Youth | -- | -- | -- |

SOURCE: California Department of Education

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|---|---------|
| UC/CSU Course Measure | Percent |
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission | 88.7 |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

SOURCE: California Department of Education

| 2014-15 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

* Where there are student course enrollments.

SOURCE: California Department of Education

♦ no data required.

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 98 students in career technical education courses. In addition to the Core Curriculum and elective classes, Frederick HS currently offers Masonry Career Technical Education courses to prepare our students for both career and college after high school. Our Career Technical Education courses engage students in dynamic hands-on learning experiences. Students enrolled in our Masonry Program also participate in various Northern California Competitions where Frederick students regularly captured 1st, 2nd and/or 3rd place honors. In addition the Frederick Masonry Program also hosts an annual on-site Northern California Masonry Competition.

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, the county, and the state. 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.