



# Jane Frederick High School

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

Chris Anderson, Principal

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

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **Stockton Unified School District**

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### **District Governing Board**

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

#### **District Administration**

Eliseo Dávalos, Ph.D.  
**Superintendent**  
Mr. Thomas Anderson  
**Assistant Superintendent,  
Educational Services**

### **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, Counseling/Therapy Sessions, Point Break Anger Management and Substance Abuse Prevention Support Groups, and the Frederick Student Assistance Intervention Program.

Christopher Anderson, Principal JFHS

## About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	29
Grade 11	100
Grade 12	105
<b>Total Enrollment</b>	<b>235</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17
American Indian or Alaska Native	7.7
Asian	2.1
Filipino	0.4
Hispanic or Latino	62.6
Native Hawaiian or Pacific Islander	0
White	9.8
Two or More Races	0.4
Socioeconomically Disadvantaged	74.9
English Learners	24.7
Students with Disabilities	14.9
Foster Youth	1.7

## 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	14-15	15-16	16-17
With Full Credential	14	13	12
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	3	0
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Jane Frederick High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	97.4	2.6
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

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: July 12, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>9-12 Math, Algebra I, II &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>California Holt Earth Science Adopted in 2007</p> <p>Biology Adopted in 2007 CK-12 Biology Adopted in 2016</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>CK-12 Integrated Physical Science Adopted 2016</p> <p>Health Glencoe Adopted in 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: July 12, 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	World History: The Modern World Adopted in 2007  The American Vision: Modern Times Adopted in 2006  CK-12 US History Adopted 2016  Magruder's American Government Adopted in 2006  Economics: Principles in Action Adopted in 2007  <b>The textbooks listed are from most recent adoption:     Yes</b> <b>Percent of students lacking their own assigned textbook: 0</b>
<b>Foreign Language</b>	French - Vista Learning Adopted in 2015  Spanish – Vista Learning Adopted in 2015  Chinese - Cheng-Tsui Co Adopted in 2009  <b>The textbooks listed are from most recent adoption:     Yes</b> <b>Percent of students lacking their own assigned textbook: 0</b>

**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: 8/9/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	boys/girls R/R: conduit under sink-paint rm-3: ceiling tiles-stains
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	7	8	24	25	44	48
Math	0		18	21	34	36

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	0	3		31	29	30	60	56	54

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

Grade Level	2015-16 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	53	45	84.9	
Male	27	21	77.8	
Female	26	24	92.3	
Black or African American	11	9	81.8	
Hispanic or Latino	35	30	85.7	
Socioeconomically Disadvantaged	43	36	83.7	
English Learners	14	13	92.9	

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 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 Met or Exceeded
All Students	11	113	88	77.9	8.1
Male	11	61	47	77.0	4.3

**School Year 2015-16 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 Met or Exceeded
Female	11	52	41	78.8	12.2
Black or African American	11	16	9	56.3	
Hispanic or Latino	11	72	59	81.9	10.2
White	11	14	12	85.7	9.1
Socioeconomically Disadvantaged	11	92	71	77.2	8.6
English Learners	11	31	26	83.9	3.9

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	113	87	77.0	
Male	11	61	47	77.0	
Female	11	52	40	76.9	
Black or African American	11	16	8	50.0	
Hispanic or Latino	11	72	59	81.9	
White	11	14	12	85.7	
Socioeconomically Disadvantaged	11	92	70	76.1	
English Learners	11	31	26	83.9	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 (School Year 2016-17)

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—Final Tuesday 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 School-Messenger 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 Grade-book 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 School-Messenger, 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.

Parents and community members who wish to become a part of the school community and participate are encouraged to call the school's office.

#### 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 is annually 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	2013-14	2014-15	2015-16
Suspensions Rate	20.4	16.7	19.2
Expulsions Rate	0.0	0.0	0.8
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 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	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0.0
Nurse	0.1
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	241

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	6	7	7	54	50	47			3			0
Mathematics	7	7	6	35	30	36	2		0			0
Science	6	6	7	20	23	18		2	2			0
Social Science	7	7	9	50	49	42	2	2	5			1

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

The primary staff development focus is 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 CAASPP state assessment 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.

Throughout the 2016-2017 school year, 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 has developed a Project Based Learning emphasis of instruction with site wide use of a project design rubric to assess students. On going professional development is provided by administration and support staff with the focus of data analysis and instructional practice with the focus on student achievement.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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

- Title I 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)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Jane Frederick High School	2011-12	2013-14	2014-15
Dropout Rate	9.90	17.90	11.80
Graduation Rate	83.09	76.40	82.63
Stockton Unified School District	2011-12	2013-14	2014-15
Dropout Rate	9.90	17.90	11.80
Graduation Rate	83.09	76.40	82.63
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	76
% of pupils completing a CTE program and earning a high school diploma	23%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11811.79	2757.62	9054.18	65334.84
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			30.8	-15.5
Percent Difference: School Site/ State			16.5	-16.2

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	88.7
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.

2015-16 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	0	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	50	82	86
Black or African American	21	74	78
American Indian or Alaska Native	63	77	78
Asian	29	89	93
Filipino	0	97	93
Hispanic or Latino	61	82	83
Native Hawaiian/Pacific Islander	0	89	85
White	80	75	91
Two or More Races	50	81	89
Socioeconomically Disadvantaged	33	43	66
English Learners	50	60	54
Students with Disabilities	49	82	78

### **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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

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