



Jane Frederick High School

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

Chris Anderson, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
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District Administration

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Dr. Reyes Gauna

**Assistant Superintendent of
Educational Support Services**

Craig Wells

**Assistant Superintendent of
Human Resources**

Sonjhia Lowery

**Assistant Superintendent of
Educational Services**

Mission Statement

Jane Frederick High School seeks to provide a safe, positive and productive learning experience while preparing students for graduation and or the world of work. As an alternative education program we specialize in credit recovery and aim to improve student success through attendance and achievement. We work collaboratively to build relationships and maintain a positive culture and climate on campus.

Vision Statement

Jane Fredericks vision is to provide personalized and relevant course work with connections to college and career goals with flexibility for students, while promoting a culture of student voice on campus. We are committed to developing data/evidence-based approaches to decisions, plans, priorities, placements, interventions and resource allocation. We encourage professional development and actively support a community culture of safety, health, life balance, and value for respect through communication and involvement of all shareholders.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	31
Grade 11	66
Grade 12	137
Total Enrollment	235

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.9
American Indian or Alaska Native	3.4
Asian	5.5
Filipino	0.4
Hispanic or Latino	65.5
Native Hawaiian or Pacific Islander	0.0
White	6.8
Socioeconomically Disadvantaged	88.5
English Learners	23.8
Students with Disabilities	16.2
Foster Youth	1.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Jane Frederick High School	16-17	17-18	18-19
With Full Credential	12	11	13
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Jane Frederick High School	16-17	17-18	18-19
Teachers of English Learners	0	2	1
Total Teacher Misassignments	0	2	1
Vacant Teacher Positions	0	1	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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 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>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: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	10-12 California Houghton Mifflin Harcourt 10 English Modern World History 11 US History Reconstruction to the Present Adopted in 2017 12 Houghton Mifflin Harcourt 12 Economics and American Government Adopted in 2017 10-12 Advanced Placement 10 AP Modern World History 11 AP US History 12 AP American Government Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	French - Vista Learning Adopted in 2015 Spanish – Vista Learning Adopted in 2015 Chinese - Cheng-Tsui Co Adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/10/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	rm15: broken floor tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	overall: resurface ramps, decking between building need repair, asphalt walkways in bad codition, paint peeling on building.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/10/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	2.0	5.0	26.0	28.0	48.0	50.0
Math	0.0	0.0	20.0	21.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	**	**	**

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	63	81.82	4.76
Male	42	34	80.95	5.88
Female	35	29	82.86	3.45
Black or African American	12	8	66.67	0.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	44	86.27	6.82
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	59	83.10	5.08
English Learners	21	17	80.95	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	64	83.12	0
Male	42	37	88.1	0
Female	35	27	77.14	0
Black or African American	12	8	66.67	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	44	86.27	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	60	84.51	0
English Learners	21	18	85.71	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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

School 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 Wednesday 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.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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 include leave building, duck and cover, and active shooter preparedness. 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	2015-16	2016-17	2017-18
Suspensions Rate	19.2	10.2	17.5
Expulsions Rate	0.8	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.25
Social Worker	.15
Nurse	0
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	239

* 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+			
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	
English	7.0	7.0	7.0	47	59	58	3	3				1	3
Mathematics	6.0	6.0	5.0	36	39	31							
Science	7.0	8.0	7.0	18	23	25	2		1			2	
Social Science	9.0	8.0	8.0	42	64	65	5	2	7	1		2	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 2013-2018. Additionally, 3 full day professional development sessions have been provided throughout the school year. Additionally, onsite coaching is provided by administration.

Throughout the 201-2019 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 Monday and collaborate on student achievement through use of the JFHS data teams based on department pairings. In addition, the JFHS faculty has developed a Project Based Learning opportunities with site wide use of Instructional Norms and strategies along with a comprehensive assessment calendar. 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Jane Frederick High School	2014-15	2015-16	2016-17
Dropout Rate	42.0	38.8	22.0
Graduation Rate	38.0	44.7	45.9
Stockton Unified School District	2014-15	2015-16	2016-17
Dropout Rate	11.8	12.4	10.4
Graduation Rate	82.6	83.6	79.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	37
% of pupils completing a CTE program and earning a high school diploma	11%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	14069.17	2936.24	11132.92	78533.26
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			56.9	13.1
Percent Difference: School Site/ State			51.5	-0.9

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	93.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	1.1

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	70.3	83.7	88.7
Black or African American	45.0	75.6	82.2
American Indian or Alaska Native	70.0	73.9	82.8
Asian	33.3	90.0	94.9
Filipino	100.0	93.8	93.5
Hispanic or Latino	79.5	83.7	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	36.4	74.5	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	70.9	84.0	88.6
English Learners	66.7	50.6	56.7
Students with Disabilities	38.9	50.8	67.1
Foster Youth	100.0	68.2	74.1

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

Internet Access

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