



Jane Frederick High School

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

Thomas Ekno, Principal

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

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
Board Clerk, Area 1

AngelAnn Flores
Area 2

Kathleen Garcia
Board Vice President, Area 3

Lange Luntao
Board President, Area 4

Maria Mendez
Area 5

Scot McBrian
Area 6

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Area 7

District Administration

John E. Deasy, Ph.D.
Superintendent

Nik Howard
**Interim Assistant Superintendent
of Human Resources**

MaryJo Cowan
**Assistant Superintendent of
Educational Support Services**

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.

Thomas Ekno
Principal
Jane Frederick High School

Career Technical Education Programs

Stockton Unified School District's (SUSD) Career & Technical Education (CTE) program prepares students to be College and Career Ready through three main activities: Career Awareness, Career Exploration and Career Preparation. Once known as "Shop Class," Career and Technical Education (CTE) was once called Vocational Education and School to Career. Today's CTE is very demanding due to changes in the modern industry and a global economy. Simple hands-on skills are no longer enough to get a living-wage job. Today's workforce must have strong academic skills coupled with in-demand technical skills that go beyond just a high school diploma. This training includes continued learning at trade schools, apprenticeship programs, community colleges, and universities.

- Career Awareness begins in preschool through the primary grades (Preschool-5) and beyond. This is simply recognizing that there are jobs all around in our community and what those people do.
- Career Exploration begins in the Intermediate Grades (6-9) and continues for many years. This is where young people learn about their interests and abilities and explore careers related to the things they like to do. They develop an educational plan that will take them through a career pathway from school to the workplace.
- Career Preparation overlaps Career Exploration and begins in the 9th grade when students begin to select their courses in high school. The academic and "elective" courses they choose start to shape their college and career preparation. All schools offer the courses to graduate high school and most schools offer at least one formal career pathway.

At Jane Frederick for the 2019-20 school year, we offer a pathway for Building Trades. Information on individual courses available in our course catalog.

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.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	8
Grade 11	64
Grade 12	137
Total Enrollment	209

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	14.8
American Indian or Alaska Native	5.3
Asian	5.3
Filipino	1.4
Hispanic or Latino	64.1
White	6.2
Two or More Races	2.9
Socioeconomically Disadvantaged	85.2
English Learners	23.4
Students with Disabilities	17.7
Foster Youth	1
Homeless	12

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 for Jane Frederick High	17-18	18-19	19-20
With Full Credential	11	13	13
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1475
Without Full Credential	♦	♦	309
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Jane Frederick High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	1	0
Total Teacher Misassignments*	2	1	0
Vacant Teacher Positions	1	0	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 2019-20)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 9-12 ELA, Pearson myPerspectives, Adopted in 2019 9-12 ELD ELD Level 1 and 2, Pearson Education, Inc., CA Pearson iLit ELL, Adopted in 2019 9-12 ELD ELD Level 3 and 4, California State University, ERWC Expository Reading and Writing Course (ERWC) Pilot ELD Course, , Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	9-12, Algebra 1, Pearson, Adopted in 2019 9-12, Geometry, Pearson, Adopted in 2019 9-12, Algebra 2, Pearson, Adopted in 2019 Calculus HM Adopted in 2006 PreCalculus Adopted in 2006 Statistics, McDougal Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Physics 9-12, CK-12, Adopted in 2016 Biology 9-12, CK-12, Adopted in 2016 Chemistry 9-12, CK-12, Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	10-12 California Houghton Mifflin Harcourt, Adopted in 2017 10 - Modern World History, Adopted in 2017 11 - American History: Reconstruction to the Present, Adopted in 2017 12 - United States Government, Adopted in 2017 12 - Economics, Adopted in 2017 10-12 McGraw Hill Advanced Placement, Adopted in 2017 10 - AP Modern World History, Updated Traditions and Encounters, Adopted in 2017 11- AP US History, American History Connecting with the Past, Adopted in 2017 12 - AP American Government, American Democracy Now, 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, D'Accord Level 1 & 2, Adopted in 2015 Spanish – Vista Learning, Descubre Level 1, 2, & 3, Adopted in 2015 Chinese - Cheng-Tsui Co, Integrated Chinese, I, II, III, Adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health, Glencoe 2005 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: 8/23/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Boys R/R: linoleum floor-replace, east wall holes-fill in & paint, partitions-replace, heavy duty toilet dispenser rusted-replace, sink stained-replace (1), Girls R/R: entrance door & frame-paint, east walls holes-fill in & paint, toilet stalls walls-paint Kitchen: countertop -repair, storage closet north wall-paint Rm-1: entrance door & frame-paint, walls-paint, bookshelves-sand & varnish, windowsills-sand & paint, north door kickdown-replace rubber tip Rm-8: entrance a & exit door& frame-paint, storage closet floor -replace some tiles, windows plastic carved into-replace, entrance wood floor-sand & varnish
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys R/R: linoleum floor-replace, east wall holes-fill in & paint, partitions-replace, heavy duty toilet dispenser rusted-replace, sink stained-replace (1),
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Girls R/R: entrance door & frame-paint, east walls holes-fill in & paint, toilet stalls walls-paint Rm-1: entrance door & frame-paint, walls-paint, bookshelves-sand & varnish, windowsills-sand & paint, north door kickdown-replace rubber tip Rm-5: entrance door & nframe-paint, entrance wood flooring-sand & varnish Rm-8: entrance a & exit door& frame-paint, storage closet floor -replace some tiles, windows plastic carved into-replace, entrance wood floor-sand & varnish
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	5	11	28	31	50	50
Math	0	0	21	21	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	91	75	82.42	10.67
Male	51	41	80.39	9.76
Female	40	34	85.00	11.76
Black or African American	13	9	69.23	0.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	47	87.04	6.38
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	62	81.58	11.29
English Learners	24	20	83.33	0.00
Students with Disabilities	27	18	66.67	5.56
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	13	7	53.85	46.15

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 2018-19 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	91	70	76.92	0.00
Male	51	38	74.51	0.00
Female	40	32	80.00	0.00
Black or African American	13	7	53.85	0.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	46	85.19	0.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	59	77.63	0.00
English Learners	24	20	83.33	0.00
Students with Disabilities	27	17	62.96	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	13	6	46.15	53.85

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 2019-20)

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—3rd Wednesday of the month of August, October January, March and May.
- 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

At Jane Frederick High School we place 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.2	17.5	10.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	90.9

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.5

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	7	59	3	1	7	58		3	6	54	4	
Mathematics	6	39			5	31			6	22		
Science	8	23		2	7	25	1		5	21	1	
Social Science	8	64	2	2	8	65	7	1	6	56	3	

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$15,066	\$3,256	\$11,807	\$78,125
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	52.1	6.9
School Site/ State	43.9	-3.3

Note: Cells with N/A values 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.

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

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

Rate for Jane Frederick High School	2015-16	2016-17	2017-18
Dropout Rate	38.8	22	22.5
Graduation Rate	44.7	45.9	37

Rate for Stockton Unified School	2015-16	2016-17	2017-18
Dropout Rate	12.4	10.4	9.7
Graduation Rate	83.6	79.5	78.3

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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%

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	91.39
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.