

Franklin High

300 N. Gertrude Ave • Stockton, CA 95215 • (209) 933-7435 • Grades 6-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

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District Governing Board

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District Administration

Ms. Julie Penn
Superintendent

Principal's Message

As an educational institution we strive to assist each of our students in their quest as they grow academically. At Franklin, we are proud of our efforts to expand and develop academic programs that meet the ever changing needs of our students, and we are committed to being a professional learning community that strives to develop the resources to improve student performance.

Our International Baccalaureate Program (IB) of seven hundred students is recognized throughout the United States for its success in preparing inner city students for the rigors of college. The program is a 6th - 12th grade program which culminates with the potential of an IB Diploma which is recognized worldwide by colleges and universities. We also offer the Teacher Learning Community (TLC) Academy, and other courses that are being structured to provide each student the ability to make choices and to prepare each one for college, trade schools, or the workforce.

At Franklin our goal is to offer academic pathways, co-curricular, and extracurricular programs to all students. Over 1000 of our students participate in athletics; our Associated Student body supports over 50 clubs many of which specialize in student interest clubs or in community service. We also offer many co-curricular activities such as after school JROTC, sports, drama, band, and choir.

We have a very dedicated staff who is actively involved in improving student learning opportunities both in and out of the classroom. We are here to serve our entire student population and we welcome all of our parents, friends, and community to visit Franklin at any time.

Juan Salas, Interim Principal

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (209) 933-7435.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	26
Gr. 7	60
Gr. 8	49
Gr. 9	499
Gr. 10	479
Gr. 11	459
Gr. 12	459
Total	2,031

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	4.4
Asian	5.9
Filipino	1.6
Hispanic or Latino	73.0
Native Hawaiian/Pacific Islander	0.4
White	6.2
Two or More Races	0.4
Socioeconomically Disadvantaged	87.7
English Learners	20.1
Students with Disabilities	7.2

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Franklin High	12-13	13-14	14-15
Fully Credentialed	99	86	84
Without Full Credential	2	1	2
Teaching Outside Subject Area of Competence	0	1	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Franklin High	12-13	13-14	14-15
Teachers of English Learners	6	1	0
Total Teacher Misassignments	6	2	0
Vacant Teacher Positions	4	3	2

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	95.89	4.11
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

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

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>6-12 Math, Algebra I, II & Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p> <p>Calculus HM</p> <p>Adopted in 2006</p> <p>PreCalculus</p> <p>Adopted in 2006</p> <p>Statistics McDougal</p> <p>Adopted in 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>FOSS (Full Option Science System)</p> <p>Adopted in 2007</p> <p>Earth Science</p> <p>Adopted in 2007</p> <p>Life Science</p> <p>Adopted in 2007</p> <p>Physical Science</p> <p>Adopted in 2007</p> <p>California Holt Earth Science</p> <p>Adopted in 2007</p> <p>Biology</p> <p>Adopted in 2007</p> <p>Chemistry: Matter and Change</p> <p>Adopted in 2007</p> <p>Physics: Principles and Problems</p> <p>Adopted in 2007</p> <p>Health Glencoe</p> <p>Adopted in 2005</p>

Textbooks and Instructional Materials
Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>World History: The Modern World Adopted in 2007</p> <p>The American Vision: Modern Times Adopted in 2006</p> <p>Magruder's American Government Adopted in 2006</p> <p>Economics: Principles in Action Adopted in 2007</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>French - McDougal Adopted in 2001</p> <p>Spanish – Prentice Hall Adopted in 2000</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Age of buildings

Franklin has both new classrooms (buildings) and aged buildings which include classrooms, shops, cafeteria halls, a scheduled to be build new library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment and to meet the guidelines for Class Size Reduction (CSR).

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/18/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	overall: broken floor tile in 2nd floor, missing outlet cover in hallway by rm221, lawn has dry areas. S-11: rips on wall. S-2: stains on ceiling tile. S-8: rips on wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	overall: broken floor tile in 2nd floor, missing outlet cover in hallway by rm221, lawn has dry areas.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	24	29	23	35	34	34	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	31	34	35	36	38	37	54	56	55
Math	14	16	17	34	34	34	49	50	50
HSS	28	25	26	26	27	27	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	1	2	2

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.0	19.0	27.6
9	18.7	16.3	15.3

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

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	23
Male	22
Female	24
Black or African American	22
American Indian or Alaska Native	33
Asian	46
Filipino	
Hispanic or Latino	19
Native Hawaiian/Pacific Islander	
White	47
Two or More Races	
Socioeconomically Disadvantaged	22
English Learners	2
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	18	11	2
Black or African American	22	-13	-3
American Indian or Alaska Native	22		
Asian	19	-1	
Filipino			
Hispanic or Latino	18	11	5
Native Hawaiian/Pacific Islander			
White	20	14	
Two or More Races			
Socioeconomically Disadvantaged	22	10	-1
English Learners	27	9	6
Students with Disabilities	0	7	-27

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Franklin high school recognizes that parents and the community play an important role in the success and education of their students. Franklin is continuing the establishment of partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

- After School Programs (APEX - Credit Recovery Program)
- After school English Language Arts and math tutoring
- Counseling services when available
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- Parent/Student conferences when possible
- Parent/Teacher organizations (Boosters)
- School Site Council (SSC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring student academics
- Monitoring student attitude (behavior)
- Setting goals for college and career readiness
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Participation in student sports
- Volunteering/visit to the school and the classroom

Parents and community members who wish to become a part of the Franklin community and participate should call the school's office at (209) 933-7435.

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

Our schools 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 a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Campus Security Monitors, teachers, site administrators and school staff provide supervision for students before, during lunches, passing periods and after 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	11-12	12-13	13-14
Suspensions Rate	9.0	25.8	15.4
Expulsions Rate	0.5	0.0	0.4
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 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 3	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.75
Social Worker	0.0
Nurse	.20
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	470

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

SOURCE: This information is provided by the school district.

SOURCE: California Department of Education

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		12	20		18	4		5	5			
English	28.6	24	28	15	28	16	39	39	45	27	20	26
Math	26.1	24	26	22	29	19	43	47	38	18	11	14
Science	25.2	24	25	11	24	14	43	46	49	1	2	2
SS	27.1	24	27	14	31	19	16	16	35	23	18	21

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

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

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

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,641	\$1,752	\$11,888	\$59,134
District	♦	♦	\$4,980	\$61,189
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			138.7	-3.4
Percent Difference: School Site/ State			153.5	-16.4

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

♦ no data required.

Types of Services Funded at Franklin High

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)

Professional Development provided for Teachers at Franklin High

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

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

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	23	18	49	35	17
All Students at the School	69	19	12	56	31	13
Male	78	16	7	65	26	9
Female	59	24	17	46	38	16
Black or African American	74	17	9	74	20	6
American Indian or Alaska Native	63	21	16	63	32	5
Asian	73	18	9	33	42	25
Filipino						
Hispanic or Latino	71	18	11	57	31	12
Native Hawaiian/Pacific Islander						
White	48	24	28	35	38	27
Two or More Races						
Socioeconomically Disadvantaged	71	21	9	58	31	11
English Learners	100			92	8	
Students with Disabilities	93	7		93	5	2
Students Receiving Migrant Education Services						

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

SOURCE: California Department of Education

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Franklin High	2011-12	2012-13	2013-14
English-Language Arts	32	45	31
Mathematics	42	51	44
Stockton Unified School District	2011-12	2012-13	2013-14
English-Language Arts	42	44	35
Mathematics	46	49	42
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

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

SOURCE: California Department of Education

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	90.50	85.27	84.56
Black or African American	88.89	83.67	75.90
American Indian or Alaska Native	96.43	83.50	77.82
Asian	97.73	91.12	92.94
Filipino	100.00	96.25	92.20
Hispanic or Latino	89.27	84.50	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	86.67	77.11	90.15
Two or More Races	0.00	62.50	89.03
Socioeconomically Disadvantaged	88.62	82.94	82.58
English Learners	83.33	73.11	53.68
Students with Disabilities	95.00	66.15	60.31

SOURCE: California Department of Education

Dropout Rate and Graduation Rate			
Franklin High	2010-11	2011-12	2012-13
Dropout Rate (1-year)	18.3	16.5	6.6
Graduation Rate	79.64	77.84	90.05
Stockton Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	24.2	19.4	9.9
Graduation Rate	70.99	71.09	83.09
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

SOURCE: California Department of Education

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

SOURCE: California Department of Education

♦ no data required.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	64.59
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	422
% of pupils completing a CTE program and earning a high school diploma	77%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

SOURCE: This information is provided by the school district.

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 422 students in career technical education courses.

Franklin High currently has a growing number of CTE courses on site. Franklin's CTE courses can be found in several career and college pathways on campus. The CTE courses are:

Theater Arts – coming in 2015-2016

Theater stage design – coming in 2015-2016

You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.