

Franklin High

4600 E. Fremont St • Stockton, CA 95215 • (209) 933-7435 • Grades 6-12

Juan A. Salas, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Stockton Unified School District

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District Governing Board

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

District Administration

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

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 our Professional Learning Community (PLC) initiative with a value add of data driven decision making process in order 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. In general, we develop College and Career Readiness awareness throughout all facets of school functions, from counseling to sports, etc.

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, Principal

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (209) 933-7435 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	33
Grade 7	34
Grade 8	74
Grade 9	567
Grade 10	489
Grade 11	429
Grade 12	414
Total Enrollment	2,040

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	3.6
Asian	5
Filipino	2.1
Hispanic or Latino	75
Native Hawaiian or Pacific Islander	0.4
White	5.9
Two or More Races	0.3
Socioeconomically Disadvantaged	90
English Learners	20.6
Students with Disabilities	7
Foster Youth	0.1

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	13-14	14-15	15-16
With Full Credential	86	84	79
Without Full Credential	1	2	9
Teaching Outside Subject Area of Competence	1	0	2
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Franklin High	13-14	14-15	15-16
Teachers of English Learners	1	0	1
Total Teacher Misassignments	2	0	1
Vacant Teacher Positions	3	2	4

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

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.0	3.0
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

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

SOURCE: California Department of Education

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

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

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	6-12 Math, Algebra I, II & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 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	FOSS (Full Option Science System) Adopted in 2007 Earth Science Adopted in 2007 Life Science Adopted in 2007 Physical Science Adopted in 2007 California Holt Earth Science Adopted in 2007 Biology Adopted in 2007 Chemistry: Matter and Change Adopted in 2007 Physics: Principles and Problems Adopted in 2007 Health Glencoe Adopted in 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	6-8 Glencoe: Discovering Our Past Adopted in 2006 World History: The Modern World Adopted in 2007 The American Vision: Modern Times Adopted in 2006 Magruder's American Government Adopted in 2006 Economics: Principles in Action Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	French - McDougal Adopted in 2001 Spanish – Prentice Hall Adopted in 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

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: 7/31/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				S-8: thermostat hanging of wall needs to be secured,rips on walls
Interior: Interior Surfaces			X		A-121: hole on wall, stained ceiling tile. B-103: stained ceing tie. boys & girls restrooms: broken wall tile girls RR by 105,missing faucet handles in boys RR B building, S-6: missing baseboard,damage floor tile. S-8: thermostat hanging of wall needs to be secured,rips on walls
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	34	23	44
Math	19	17	33

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

SOURCE: California Department of Education

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	28	23	23	32	31	29	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.10	21.20	30.30
9	16.00	13.70	12.50

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

SOURCE: California Department of Education

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced Science (grades 5, 8, and 10)
	All Students in the LEA
All Student at the School	23
Male	21
Female	25
Black or African American	11
American Indian or Alaska Native	21
Asian	20
Filipino	--
Hispanic or Latino	22
Native Hawaiian or Pacific	--
White	25
Two or More Races	--
Socioeconomically Disadvantaged	3
English Learners	1
Students with Disabilities	22
Students Receiving Migrant Education Services	25
Foster Youth	--

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

SOURCE: California Department of Education

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	28	27	96.4	30	44	26	0
	7	33	33	100.0	42	27	30	0
	8	72	72	100.0	17	36	40	7
	11	413	402	97.3	35	31	28	5
Male	6	28	13	46.4	46	46	8	0
	7	33	14	42.4	57	21	21	0
	8	72	31	43.1	26	32	39	3
	11	413	212	51.3	46	31	20	1

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	6	28	14	50.0	14	43	43	0
	7	33	19	57.6	32	32	37	0
	8	72	41	56.9	10	39	41	10
	11	413	190	46.0	23	31	36	10
Black or African American	7	33	5	15.2	--	--	--	--
	8	72	8	11.1	--	--	--	--
	11	413	34	8.2	47	32	18	3
American Indian or Alaska Native	6	28	2	7.1	--	--	--	--
	8	72	2	2.8	--	--	--	--
	11	413	15	3.6	7	40	47	7
Asian	6	28	1	3.6	--	--	--	--
	7	33	1	3.0	--	--	--	--
	8	72	6	8.3	--	--	--	--
	11	413	16	3.9	25	44	25	6
Filipino	6	28	3	10.7	--	--	--	--
	7	33	1	3.0	--	--	--	--
	8	72	3	4.2	--	--	--	--
	11	413	4	1.0	--	--	--	--
Hispanic or Latino	6	28	17	60.7	29	47	24	0
	7	33	23	69.7	35	35	30	0
	8	72	50	69.4	18	36	38	8
	11	413	307	74.3	38	30	26	5
Native Hawaiian or Pacific Islander	8	72	1	1.4	--	--	--	--
	11	413	3	0.7	--	--	--	--
White	6	28	3	10.7	--	--	--	--
	7	33	3	9.1	--	--	--	--
	8	72	1	1.4	--	--	--	--
	11	413	21	5.1	19	19	48	14
Two or More Races	8	72	1	1.4	--	--	--	--
	11	413	2	0.5	--	--	--	--
Socioeconomically Disadvantaged	6	28	24	85.7	33	42	25	0
	7	33	28	84.8	39	29	32	0
	8	72	64	88.9	16	34	42	8
	11	413	352	85.2	37	32	26	5

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	7	33	1	3.0	--	--	--	--
	8	72	1	1.4	--	--	--	--
	11	413	28	6.8	86	11	0	0
Students Receiving Migrant Education Services	7	33	1	3.0	--	--	--	--
	11	413	8	1.9	--	--	--	--
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

SOURCE: California Department of Education

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	28	27	96.4	37	52	11	0
	7	33	33	100.0	27	42	27	3
	8	72	72	100.0	31	36	24	8
	11	413	402	97.3	61	21	15	2
Male	6	28	13	46.4	46	46	8	0
	7	33	14	42.4	36	36	21	7
	8	72	31	43.1	29	39	26	6
	11	413	212	51.3	69	19	10	1
Female	6	28	14	50.0	29	57	14	0
	7	33	19	57.6	21	47	32	0
	8	72	41	56.9	32	34	22	10
	11	413	190	46.0	51	24	20	4
Black or African American	7	33	5	15.2	--	--	--	--
	8	72	8	11.1	--	--	--	--
	11	413	34	8.2	65	26	9	0
American Indian or Alaska Native	6	28	2	7.1	--	--	--	--
	8	72	2	2.8	--	--	--	--
	11	413	15	3.6	80	0	13	7

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	6	28	1	3.6	--	--	--	--
	7	33	1	3.0	--	--	--	--
	8	72	6	8.3	--	--	--	--
	11	413	16	3.9	44	38	13	6
Filipino	6	28	3	10.7	--	--	--	--
	7	33	1	3.0	--	--	--	--
	8	72	3	4.2	--	--	--	--
	11	413	4	1.0	--	--	--	--
Hispanic or Latino	6	28	17	60.7	35	53	12	0
	7	33	23	69.7	22	48	30	0
	8	72	50	69.4	30	38	20	10
	11	413	307	74.3	62	21	14	2
Native Hawaiian or Pacific Islander	8	72	1	1.4	--	--	--	--
	11	413	3	0.7	--	--	--	--
White	6	28	3	10.7	--	--	--	--
	7	33	3	9.1	--	--	--	--
	8	72	1	1.4	--	--	--	--
	11	413	21	5.1	43	14	33	10
Two or More Races	8	72	1	1.4	--	--	--	--
	11	413	2	0.5	--	--	--	--
Socioeconomically Disadvantaged	6	28	24	85.7	38	50	13	0
	7	33	28	84.8	21	46	29	4
	8	72	64	88.9	28	38	25	8
	11	413	352	85.2	62	21	14	2
Students with Disabilities	7	33	1	3.0	--	--	--	--
	8	72	1	1.4	--	--	--	--
	11	413	28	6.8	96	4	0	0
Students Receiving Migrant Education Services	7	33	1	3.0	--	--	--	--
	11	413	8	1.9	--	--	--	--
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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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 to include Franklin's Wellness Center

English Language Advisory Committee (ELAC)

English Language Learner instruction and support (ELD)

Parent/Student conferences when possible

Parent/Teacher organizations (Boosters)

Principal's Coffee Hour

School Site Council (SSC)

International Baccalaureate Programme Boosters

Athletic Boosters

Performing Arts Boosters

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 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 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	2012-13	2013-14	2014-15
Suspensions Rate	25.75	15.41	10.01
Expulsions Rate	0.04	0.36	0.18
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

SOURCE: California Department of Education

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

SOURCE: California Department of Education

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

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Elementary)

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	16	20	31	11	3		4	5	2			5

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	24	28	32	28	16	16	39	45	14	20	26	42
Math	24	26	29	29	19	17	47	38	22	11	14	26
Science	24	25	27	24	14	17	46	49	27	2	2	16
SS	24	27	30	31	19	17	16	35	17	18	21	34

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

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0
Other	3
Average Number of Students per Staff Member	
Academic Counselor	510

* 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.

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

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

SOURCE: California Department of Education

Types of Services Funded

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

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

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	60	22	18	55	33	13
All Students at the School	65	23	12	59	30	10
Male	71	21	8	65	28	7

Professional Development provided for Teachers

Staff development focus began 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.

Franklin has initiated a plan to become and has started the process of a Professional Learning Community (PLC). Bi-Weekly early release time allows teachers to focus on Academic Collaborations through data driven decision making as part of the Professional Learning Community initiative.

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10450.12	1177.02	9273.10	60908.58
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			86.1	-0.5
Percent Difference: School Site/ State			97.7	-13.9

* Cells with ◆ do not require data.

SOURCE: Information is provided by the school district and California Department of Education.
◆ no data required.

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Female	60	25	16	54	32	14
Black or African American	66	19	16	65	32	3
American Indian or Alaska Native	69	19	13	75	19	6
Asian	68	27	5	45	55	
Hispanic or Latino	65	23	11	60	29	11
White	59	28	14	53	40	7
Socioeconomically Disadvantaged	66	22	12	59	30	11
English Learners	94	6		91	9	
Students with Disabilities	100			94	6	
Students Receiving Migrant Education Services	85		15	77	15	8

* 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	2012-13	2013-14	2014-15
English-Language Arts	45	31	35
Mathematics	51	44	41
Stockton Unified School District	2012-13	2013-14	2014-15
English-Language Arts	44	35	34
Mathematics	49	42	38
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

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

SOURCE: California Department of Education

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Franklin High	2011-12	2012-13	2013-14
Dropout Rate	16.50	6.60	13.50
Graduation Rate	77.84	90.05	85.36
Stockton Unified School District	2011-12	2012-13	2013-14
Dropout Rate	19.40	9.90	17.90
Graduation Rate	71.09	83.09	76.40
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	18
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

SOURCE: This information is provided by the school district.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	84.53	75.95	84.6
Black or African American	69.23	67.21	76
American Indian or Alaska Native	90.48	58.72	78.07
Asian	91.43	82.39	92.62
Filipino	100	87.31	96.49
Hispanic or Latino	83.89	76.3	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	90.32	76.53	89.93
Two or More Races		81.82	82.8
Socioeconomically Disadvantaged	65.85	40	61.28
English Learners	56.63	44.28	50.76
Students with Disabilities	84.42	76.64	81.36
Foster Youth	--	--	--

SOURCE: California Department of Education

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	91.52
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

SOURCE: California Department of Education

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

* Where there are student course enrollments.

SOURCE: California Department of Education

♦ no data required.

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled students in various career technical education courses; however this school year, few classes were taught by CTE teachers with CTE credentials.

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:

Multi Media I

Theater Arts – coming in 2016-2017

Theater stage design – coming in 2016-2017

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.

DataQuest

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

Internet Access

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