

Franklin High

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

Juan A. Salas, Principal
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2015-16 School Accountability Report Card Published During the 2016-17 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

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

Principal's Message

Mission

Our commitment at Franklin High School is to develop creative problem solvers that are prepared to meet the challenges of an ever-changing and increasingly complex world. We achieve this through rigorous, engaging instruction that is driven by collaboration, data, research, and technology.

Vision

At Franklin High School, we will ensure student success by

- Collaborating to design and implement effective, research-based educational practices and creative, engaging lessons
- Establishing high expectations for all students
- Developing internationally-minded, culturally sensitive, democratic citizens
- Developing inquirers with real life skills and a passion for problem solving
- Fostering relationships that create successful and productive students and teachers

As an educational institution, Franklin High School strives 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. Through a culture of collaboration, teachers and staff are committed to full transformation of Franklin as a Professional Learning Community (PLC) with a value add of the data driven decision making process in order to improve student academic performance.

Our International Baccalaureate Program (IB) of seven hundred students is recognized throughout the United States as a signature program for Franklin. Its success lies in preparing Stockton students for the rigors of college. The program is a 6th - 12th grade program which culminates with the potential of an IB Diploma that is recognized worldwide by colleges and universities. Franklin also offers the Teacher Learning Community (TLC) Academy, and Career Technical Educational (CTE) courses that are structured to provide each student the ability to make positive life-changing choices and to prepare each one for college, trade schools, or the workforce. In addition, Franklin High School has other value add subgroups that cater to the identity of the school. Our English Learner student population is serviced with precise placement and strategic support. Our goal is to develop College and Career Readiness awareness throughout all facets of school functions, from counseling to sports, etc.

Our goal at Franklin is to offer every opportunity for each to student to have a choice of an academic pathway, while being able to be a part of our culture and climate programs and events, including extracurricular programs and sports. Students have the ability to participate in our many athletics teams, and our Associated Student body that supports over 50 clubs many of which specialize in student interest clubs or in community service.

Franklin has established a PLUS culture and is currently working on refining and calibrating a process of intervention services. In addition Franklin offers co-curricular activities during the day and after school, such as JROTC, drama productions, band, and orchestra.

Franklin is proud to have a dedicated staff that is actively involved in improving student learning and creating a culture of collaboration that focuses on results where every student matters, 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 pay Franklin a visit and become an active participant of the learning process at any time.

Mr. Juan A. Salas, Principal
Proud to be a Yellow Jacket!

About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	38
Grade 7	45
Grade 8	42
Grade 9	574
Grade 10	550
Grade 11	459
Grade 12	407
Total Enrollment	2,115

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	3
Asian	4.8
Filipino	1.3
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	0.5
White	6.1
Two or More Races	0.5
Socioeconomically Disadvantaged	87.5
English Learners	22.5
Students with Disabilities	7.5
Foster Youth	0.3

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	14-15	15-16	16-17
With Full Credential	84	79	76
Without Full Credential	2	9	12
Teaching Outside Subject Area of Competence	0	2	1
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Franklin High	14-15	15-16	16-17
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	1
Vacant Teacher Positions	2	4	5

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

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.7	6.3
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.0	0.0

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: July 12, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>6-12 Math, Algebra I, II & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>Calculus HM Adopted in 2006</p> <p>PreCalculus Adopted in 2006</p> <p>Statistics McDougal Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>California Holt Earth Science Adopted in 2007</p> <p>Biology Adopted in 2007 CK-12 Biology Adopted in 2016</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>CK-12 Integrated Physical Science Adopted 2016</p> <p>Health Glencoe Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

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

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: 7/21/2016

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			A-112: counter corners-repair, replace some baseboard, cabinets sand and paint A-121: hole repair-east wall, paint walls, entrance door-paint boys/girls R/R Gallagher Gym: wall tile cracks-west wall north gym A-building: walss-paint, entrance doors-paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				boys/girls R/R B-building: one hand dryer not operating
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				A-121: hole repair-east wall, paint walls, entrance door-paint Gallagher Gym: wood bleacher repair metal tracks, refurbish bleachers
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			A-111: entrance door-paint A-121: hole repair-east wall, paint walls, entrance door-paint north gym A-building: walss-paint, entrance doors-paint S-2: entrance door- refurbish and stain S-5: entrance door-refurbish and stain
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	34	30	24	25	44	48
Math	20	22	18	21	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	23	23	20	31	29	30	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.5	13.6	9.1
9	17.5	19.9	12.4

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	591	525	88.8	20.4
Male	312	284	91.0	19.4
Female	279	241	86.4	21.6
Black or African American	31	28	90.3	14.3
American Indian or Alaska Native	16	14	87.5	28.6
Asian	18	18	100.0	38.9
Hispanic or Latino	470	417	88.7	19.4
White	44	37	84.1	24.3
Socioeconomically Disadvantaged	370	329	88.9	12.8
English Learners	136	124	91.2	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	38	37	97.4	37.8
	7	44	44	100.0	40.9
	8	40	39	97.5	59.0
	11	452	434	96.0	25.6
Male	6	23	22	95.7	31.8
	7	21	21	100.0	38.1
	8	17	16	94.1	56.3
	11	215	202	94.0	17.3
Female	6	15	15	100.0	46.7
	7	23	23	100.0	43.5
	8	23	23	100.0	60.9
	11	237	232	97.9	32.9
Black or African American	11	31	30	96.8	23.3
American Indian or Alaska Native	11	14	14	100.0	7.7
Asian	11	30	27	90.0	25.9
Hispanic or Latino	6	28	27	96.4	29.6
	7	29	29	100.0	44.8
	8	31	31	100.0	54.8
	11	343	331	96.5	25.2
White	11	24	23	95.8	31.8
Socioeconomically Disadvantaged	6	21	21	100.0	23.8
	7	18	18	100.0	22.2
	8	14	14	100.0	71.4
	11	295	281	95.3	17.6
English Learners	11	88	81	92.0	1.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	38	37	97.4	31.4
	7	44	44	100.0	30.2
	8	44	44	100.0	30.2
	11	452	433	95.8	18.8
Male	6	23	22	95.7	33.3
	7	21	21	100.0	38.1
	8	21	21	100.0	38.1
	11	215	202	94.0	15.6
Female	6	15	15	100.0	28.6
	7	23	23	100.0	22.7
	8	23	23	100.0	22.7
	11	237	231	97.5	21.7
Black or African American	11	31	31	100.0	10.3
American Indian or Alaska Native	11	14	14	100.0	7.1
Asian	11	30	27	90.0	19.2
Hispanic or Latino	6	28	27	96.4	23.1
	7	29	29	100.0	27.6
	8	29	29	100.0	27.6
	11	343	330	96.2	18.4
White	11	24	22	91.7	27.3
Socioeconomically Disadvantaged	6	21	21	100.0	21.1
	7	18	18	100.0	27.8
	8	18	18	100.0	27.8
	11	295	281	95.3	13.1
English Learners	11	88	81	92.0	1.3

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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 Bacculaureate 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	2013-14	2014-15	2015-16
Suspensions Rate	15.4	10.0	10.4
Expulsions Rate	0.4	0.2	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	1.0
Social Worker	0.0
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist	0.0
Other	3.0
Average Number of Students per Staff Member	
Academic Counselor	529

* 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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
6	20	31	31	3			5	2	2		5	5

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	28	32	30	16	16	20	45	14	32	26	42	37
Mathematics	26	29	28	19	17	26	38	22	9	14	26	36
Science	25	27	28	14	17	12	49	27	25	2	16	24
Social Science	27	30	29	19	17	17	35	17	18	21	34	29

* 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

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

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

Types of Services Funded

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

Title I Helping Disadvantaged Students Meet Standards

Title I Homeless

Title I Migrant Education

Title II Improving Teacher Quality

Title III Limited English Proficient Students

Beginning Teacher Support and Assessment (BTSA)

Extended Day Programs

English Language Acquisition Program (ELAP)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Franklin High	2011-12	2013-14	2014-15
Dropout Rate	6.60	13.50	8.30
Graduation Rate	90.05	85.36	90.16
Stockton Unified School District	2011-12	2013-14	2014-15
Dropout Rate	9.90	17.90	11.80
Graduation Rate	83.09	76.40	82.63
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	167
% of pupils completing a CTE program and earning a high school diploma	85%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7087.29	963.09	6124.20	73629.30
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-11.5	-4.8
Percent Difference: School Site/ State			73.4	-16.5

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	91.52
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	28.1

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses	0	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	84	82	86
Black or African American	53	74	78
American Indian or Alaska Native	94	77	78
Asian	70	89	93
Filipino	92	97	93
Hispanic or Latino	88	82	83
Native Hawaiian/Pacific Islander	100	89	85
White	82	75	91
Two or More Races	0	81	89
Socioeconomically Disadvantaged	56	43	66
English Learners	58	60	54
Students with Disabilities	86	82	78

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education. 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 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.