



Franklin High

4600 E. Fremont St • Stockton, CA 95215 • (209) 933-7435 • Grades 9-12

Juan A. Salas, Principal

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<https://www.stocktonusd.net/Franklin>

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



Stockton Unified School District

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District Governing Board

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Kathleen Garcia
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Educational Support Services**

Craig Wells
**Assistant Superintendent of
Human Resources**

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	44
Grade 7	45
Grade 8	37
Grade 9	557
Grade 10	465
Grade 11	485
Grade 12	451
Total Enrollment	2,084

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	2.1
Asian	4.8
Filipino	1.1
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	0.3
White	5.3
Socioeconomically Disadvantaged	84.9
English Learners	20.3
Students with Disabilities	8.7
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Franklin High	16-17	17-18	18-19
With Full Credential	76	82	89
Without Full Credential	12	14	11
Teaching Outside Subject Area of Competence	1	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Franklin High	16-17	17-18	18-19
Teachers of English Learners	0	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	5	4	6

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

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>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: August 2018

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/17/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	C- Building boys/girls restrooms: secure panel door lock broken.
Interior: Interior Surfaces	Poor	A- Building boys/girls restrooms: fill holes on walls were partitions. A-108b: paint peeling on concrete floor, stained ceiling tiles. A-111: repair hole on east wall. A-120: broken floor tiles. A-209: missing baseboard, walls need painting. overall: broken floor tiles, cracks on walls and stained ceiling tiles in hallways A-building, paint peeling on A-building. S-2: stained ceiling tiles. S-6: missing baseboard, broken floor tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	C-203: internet cord running across room floor
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	28.0	31.0	26.0	28.0	48.0	50.0
Math	23.0	21.0	20.0	21.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	4.8	21.4	35.7
9	23.4	13.7	12.5

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	596	575	96.48	30.96
Male	289	273	94.46	21.25
Female	307	302	98.37	39.74
Black or African American	30	30	100.00	20.00
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100.00	35.29
Filipino	--	--	--	--
Hispanic or Latino	471	454	96.39	29.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	28	87.50	42.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	495	479	96.77	28.60
English Learners	176	172	97.73	6.98
Students with Disabilities	42	41	97.62	2.44
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	595	573	96.3	21.47
Male	289	271	93.77	20.3
Female	306	302	98.69	22.52
Black or African American	30	30	100	16.67
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100	32.35
Filipino	--	--	--	--
Hispanic or Latino	471	453	96.18	19.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	28	87.5	17.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	495	478	96.57	19.46
English Learners	176	170	96.59	3.53
Students with Disabilities	42	41	97.62	2.44
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (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 schools 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 schools 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	2015-16	2016-17	2017-18
Suspensions Rate	10.4	5.9	6.2
Expulsions Rate	0.2	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	.37
Nurse	0.20
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0.00
Other	2
Average Number of Students per Staff Member	
Academic Counselor	520

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	19	21	21	8	3	3	4	10	10		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	31.0	26.0	26.0	17	32	23	29	34	46	36	26	20
Mathematics	28.0	26.0	26.0	24	17	15	9	36	44	36	20	13
Science	29.0	27.0	26.0	10	16	14	25	25	26	24	18	19
Social Science	29.0	30.0	26.0	15	16	18	18	10	33	29	37	24

* 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 Data Driven Decision Making. The content was selected due to the full implementation of the CCSS in California and the related CAASP state assessment.

Franklin continues with the Professional Learning Community (PLC) process. 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. Lesson design and classroom instruction is under way to ensure school wide practices are calibrated.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Franklin High	2014-15	2015-16	2016-17
Dropout Rate	8.3	10.8	11.6
Graduation Rate	90.2	88.2	83.8
Stockton Unified School District	2014-15	2015-16	2016-17
Dropout Rate	11.8	12.4	10.4
Graduation Rate	82.6	83.6	79.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	225
% of pupils completing a CTE program and earning a high school diploma	8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8430.13	1268.40	7161.73	77596.09
District	♦	♦	6203.28	\$72,903
State	♦	♦	\$7,125	\$80,764
Percent Difference: School Site/District			14.3	11.9
Percent Difference: School Site/ State			8.6	-2.1

* Cells with ♦ do not require data.

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	91.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	29.7

* Where there are student course enrollments.

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

Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	District	State
All Students	84.0	83.7	88.7
Black or African American	67.7	75.6	82.2
American Indian or Alaska Native	66.7	73.9	82.8
Asian	100.0	90.0	94.9
Filipino	100.0	93.8	93.5
Hispanic or Latino	85.1	83.7	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	81.0	74.5	92.1
Two or More Races	50.0	100.0	91.2
Socioeconomically Disadvantaged	83.7	84.0	88.6
English Learners	65.5	50.6	56.7
Students with Disabilities	47.1	50.8	67.1
Foster Youth	100.0	68.2	74.1

Career Technical Education Programs

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

- Theater Arts
- Theater stage design
- Construction Trades
- Welding
- CAD

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

Internet Access

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