



# Franklin High School

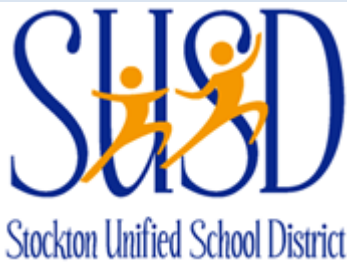
4600 E. Fremont St • Stockton, CA 95215 • (209) 933-7435 • Grades 6-12

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

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



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Cecilia Mendez  
**Board Clerk, Area 1**

AngelAnn Flores  
**Area 2**

Kathleen Garcia  
**Board Vice President, Area 3**

Lange Luntao  
**Board President, Area 4**

Maria Mendez  
**Area 5**

Scot McBrian  
**Area 6**

Candelaria Vargas  
**Area 7**

#### District Administration

John E. Deasy, Ph.D.  
**Superintendent**

Nik Howard

**Interim Assistant Superintendent  
of Human Resources**

MaryJo Cowan

**Assistant Superintendent of  
Educational Support Services**

Sonjhia Lowery

**Assistant Superintendent of  
Educational Services**

### Mission

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. 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 athletics, 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 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,

Dennis L. Foster, MA CAA

Principal

Franklin High School

## About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	45
Grade 7	48
Grade 8	44
Grade 9	566
Grade 10	546
Grade 11	445
Grade 12	449
<b>Total Enrollment</b>	<b>2,143</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	1.7
Asian	4.5
Filipino	1
Hispanic or Latino	81.2
Native Hawaiian or Pacific Islander	0.1
White	4.3
Two or More Races	1.4
Socioeconomically Disadvantaged	79.6
English Learners	21.3
Students with Disabilities	9.6
Foster Youth	0.2
Homeless	1.8

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Franklin High School	17-18	18-19	19-20
With Full Credential	82	89	89
Without Full Credential	14	11	15
Teaching Outside Subject Area of Competence	0	0	1

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

### Teacher Misassignments and Vacant Teacher Positions at Franklin High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	1
Vacant Teacher Positions	4	6	2

\* 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.

### 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

#### Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	California Holt Earth Science Adopted in 2007  Biology Adopted in 2007 CK-12 Biology Adopted in 2016  Chemistry: Matter and Change Adopted in 2007  Physics: Principles and Problems Adopted in 2007  CK-12 Integrated Physical Science Adopted 2016  Health Glencoe Adopted in 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

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: 7/26/2019**

<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	A-112: Hvac vent missing-replace, sink faucet no water-repair
<b>Interior:</b> Interior Surfaces	Poor	A-102: tile countertop-replace some tiles A-210: east wall patch -paint, ceiling tiles stained-replace some C-102: threshold missing-replace C-105: curtains- repair or replace S-1: carpet-replace S-7: countertop- repair, walls-paint South Cafeteria Boys R/R: hardware on partition loose, repair
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	A-112: Hvac vent missing-replace, sink faucet no water-repair S-3: sink faucet no water flow-repair
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	B-102: entrance door & frame-paint
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	31	37	28	31	50	50
Math	21	22	21	21	38	39

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	15.9	18.2	18.2
9	11.1	10.8	5.0

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	555	527	94.95	37.07
Male	287	269	93.73	31.60
Female	268	258	96.27	42.80
Black or African American	27	25	92.59	40.00
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100.00	58.33
Filipino	--	--	--	--
Hispanic or Latino	440	418	95.00	34.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	34	91.89	50.00
Two or More Races	13	13	100.00	53.85
Socioeconomically Disadvantaged	412	394	95.63	32.99
English Learners	167	156	93.41	12.26
Students with Disabilities	45	43	95.56	9.30
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	556	533	95.86	22.03
Male	287	273	95.12	20.66
Female	269	260	96.65	23.46
Black or African American	27	25	92.59	28.00
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100.00	41.67
Filipino	--	--	--	--
Hispanic or Latino	441	423	95.92	19.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	35	94.59	28.57
Two or More Races	13	13	100.00	38.46
Socioeconomically Disadvantaged	413	397	96.13	18.69
English Learners	167	157	94.01	2.56
Students with Disabilities	45	43	95.56	6.98
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

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.

- Counseling services when available to include Franklin's Wellness Center
- English Language Advisory Committee (ELAC)
- 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
- 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 (updated August 2019), 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 front desk for access to school grounds.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.9	6.2	6.7
Expulsions Rate	0.0	0.1	0.1

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

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

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

Title	Ratio
Academic Counselor*	369.5

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

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	3.3

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	32	34	26	26	23	46	20	26	25	42	28
Mathematics	26	17	36	20	26	15	44	13	25	27	34	18
Science	27	16	25	18	26	14	26	19	26	16	33	14
Social Science	30	16	10	37	26	18	33	24	26	22	24	28

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

**Professional Development provided for Teachers**

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

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

**FY 2017-18 Teacher and Administrative Salaries**

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

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

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,633	\$1,209	\$7,424	\$70,027
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	6.9	-4.0
School Site/ State	0.5	-14.2

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

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

## Types of Services Funded

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

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

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

Rate for Franklin High School	2015-16	2016-17	2017-18
Dropout Rate	10.8	11.6	12.2
Graduation Rate	88.2	83.8	82.7

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

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

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

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	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%

### Career Technical Education Programs

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

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

At Franklin for the 2019-20 school year, we offer pathways for Building Trades, Performing Arts, Product Innovation and Design, Production and Managerial Arts, and Welding and Materials Joining. Information on individual courses available in our course catalog.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	94.44
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30.53

### 2018-19 Advanced Placement Courses

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

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

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