

School Accountability Report Card Reported for School Year 2007-2008

Published During 2008-2009

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Franklin High School	District Name	Elk Grove Unified
Street	6400 Whitelock Pkwy.	Phone Number	(916) 686-5085
City, State, Zip	Elk Grove, CA 95757	Web Site	www.egusd.net
Phone Number	(916) 714-8150	Superintendent	Steven M. Ladd, Ed.D.
Principal	Charlotte Phinizy	E-mail Address	sladd@egusd.net
E-mail Address	cphinizy@egusd.net	CDS Code	34673143430873

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Franklin High School, the Elk Grove Unified School District's sixth comprehensive high school, opened in August 2002. Built to the east of the historic town of Franklin, the high school occupies land that was, until six years ago, primarily home to a dairy farm. The Franklin High School complex includes its primary feeder school, Toby Johnson Middle School, and the 19,000 square foot Franklin Community Library, a joint use facility operated in partnership with the Sacramento County Library system. Franklin High School is dedicated to challenging students with varied and rigorous curricula, and supporting their success through a comprehensive academic guidance and support program and personalized educational planning.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Franklin High School encourages parents to take an active role in their child's education by visiting the school, regularly communicating with teachers, and monitoring their child's academic progress. Franklin High School's parent volunteer coordinator recruits parent and community volunteers to assist with campus events and daily activities. In addition, parents and community members are encouraged to join one of Franklin High School's many parent clubs and organizations, including the Community Advisory Team, School Site Council, Wildcat Booster Club, Gifted and Talented Education Parent Advisory Committee, and English Learner Advisory Committee.

Franklin High School is proud of the rigorous standards-based curricula that are provided to students to help them meet advanced educational and career opportunities.

Charlotte Phinizy, Principal
Franklin High School

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Franklin High School encourages parents to take an active role in their child's education by visiting the school, regularly communicating with teachers, and monitoring their child's academic progress. Our parent volunteer coordinator recruits parent and community volunteers to assist with campus events and daily activities. In addition, parents and community members are encouraged to join one of the many parent clubs and organizations such as the Community Advisory Team, School Site Council, or Wildcat Booster Club.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	708
Grade 3	0	Grade 10	639
Grade 4	0	Grade 11	813
Grade 5	0	Grade 12	655
Grade 6	0	Ungraded Secondary	28
Grade 7	0	Total Enrollment	2,843

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group. Students with Disabilities data is from 2007-2008.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	17.2%	White (Not Hispanic)	31.6%
American Indian or Alaska Native	0.5%	Multiple or No Response	0.9%
Asian	22.5%	Socioeconomically Disadvantaged	27.3%
Filipino	9.7%	English Learners	5.4%
Hispanic or Latino	15.8%	Students with Disabilities	6.0%
Pacific Islander	1.8%		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.7	21	18	36	29.6	19	31	34	28.4	24	34	28
Mathematics	31.1	11	23	46	31.2	14	27	41	29.9	8	37	32
Science	32.8	6	9	26	33.6	3	12	26	32.9	2	12	27
Social Science	33.8	4	11	32	33.6	2	14	32	34.1	2	13	33

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Franklin High School provides a safe and positive learning environment for all students. Staff members maintain high expectations for appropriate and respectful student behavior. We reviewed and updated our school's Safety Plan in August 2008. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Many of our students serve as Safe School Ambassadors, Link Crew Leaders, and conflict managers to promote safe choices and conflict resolution on campus.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	8.7	13.8	8.9	19.7	31.1	20.3
Expulsions	0.4	0.2	0.4	0.4	0.3	0.4

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Regularly scheduled site inspections and a facility survey ensure that Franklin High School is clean, safe, and functional.

Franklin High School's facilities include three computer labs, a performing arts building with a black box theatre, band room, choir room, and piano lab; audio-visual production labs, two gyms, and pod-style classroom buildings. The facilities are new, functional, adequate, and well-maintained.

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. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Date of facilities inspection:

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			None
Mechanical Systems	x			None
Windows/Doors/Gates (interior and exterior)	x			None
Interior Surfaces (walls, floors, and ceilings)	x			None
Hazardous Materials (interior and exterior)	x			None
Structural Damage	x			None
Fire Safety	x			None
Electrical (interior and exterior)	x			None
Pest/Vermin Infestation	x			None
Drinking Fountains (inside and outside)	x			None
Restrooms	x			None
Sewer	x			None
Playground/School Grounds	x			None
Roofs	x			None
Overall Cleanliness	x			None

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		x		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	124	121	122	3,086
Without Full Credential	3	4	3	48
Teaching Outside Subject Area of Competence	0	2	4	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	4	2	1
Total Teacher Misassignments	6	6	5
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.7%	3.3%
All Schools in District	97.7%	2.3%
High-Poverty Schools in District	98.2%	1.8%
Low-Poverty Schools in District	97.6%	2.4%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8	352
Library Media Teacher (Librarian)	-	
Library Media Services Staff (paraprofessional)	1	
Psychologist	-	
Social Worker	-	
Nurse	-	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	-	
Other	-	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
No students at this school were reported as lacking Textbooks or Instructional Materials	
<p>Reading/Language Arts</p> <p>Open Court Reading Program by SRA/McGraw Hill © 2002 in grades K through 6. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Literature & Language Arts by HRW © 2003 in grades 7 through 12. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>All Reading/Language Arts books are available one per student.</p> <p>K- Sounds & Letters Workbook, Language Arts Skills Workbook, Pre-decodable book. 1st- Phonics Skills Workbook, Comprehension & ELA Skills Workbook, Decodable book, Anthology 1, Anthology 2, First Reader, Second Reader 2nd - Comprehension & ELA Skills Workbook, Decodable book, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2, First Reader 3rd- Comprehension & ELA Skills Workbook, Decodable book, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 4th-6th - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology 7th-12th - Student Edition, Universal Access: Interactive Reader, Holt Handbook (supplemental)</p>
<p>Mathematics</p> <p>California Mathematics by Scott Foresman © 2001 in grades K through 6. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Mathematics books by multiple publishers in grades 9-12. These programs are from the most current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>All Math books are available one per student.</p> <p>K-6th – Student Edition and workbook</p> <p>7th -12th - McDougal/Littell © 2001 Math-Concepts & Skills, Geometry, Geometry-Concepts & Skills; Prentice Hall © 2001 Pre-Algebra CA Edition, Pre-Algebra Practice Workbook, Algebra I CA Edition, Algebra Practice Workbook</p> <p>9th-12th - McDougal/Littell © 2001 Algebra 2, Trigonometry 5th Edition, Precalculus with Limits© 2005, Calculus 7th Edition © 2002; Gencoe/McGraw Hill © 2004 Elementary Stats</p>

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
No students at this school were reported as lacking Textbooks or Instructional Materials	
<p>Science</p> <p>California Science by McGraw Hill © 2008 for grades K-5. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Science text by Holt © 2007 in grades 6-8. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Science books by multiple publishers in grades 9-12. These programs are from the most current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>All 1-12 Science books are available one per student.</p> <p>K – Lab Activity Book 1st- Big Book Package, Student Workbook 2nd - 5th - Student Edition, Student Workbook 6th – Earth Science textbook, Student Interactive Reader, Workbook 7th – Life Science, Student Interactive Reader, Workbook 8th – Physical Science, Student Interactive Reader, Workbook 9th – Prentice Hall: Earth Science, © 2008 9th – Pearson/Globe Fearon: Concepts and Challenges in Earth Science, Student Guided Reading and Study (supplemental for English Learners), © 2003 9th-12th HRW: Modern Chemistry, © 1999 9th-12th Glencoe: Physics: Principles & Problems, © 1999 9th -12th - Delmar/Thompson Learning Agriscience: Fundamentals & Applications © 2004, Agriscience & Technology © 1998; Glencoe/McGraw Hill © 2000 Biology: Dynamics of Life; Prentice Hall, © 2006, Fundamentals of Anatomy & Physiology; ECM/Paradigm (new publisher is Pearson/Prentice), © 2006, Biotechnology: Science for the New Millennium including textbook, lab manual, and lab notebook.</p>

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
No students at this school were reported as lacking Textbooks or Instructional Materials	
<p>History-Social Science</p> <p>California Reflections by Harcourt Brace © 2006 in K-5 grades. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Holt © 2006 in 6-8 grades. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent approval of the local school board. The following materials are provided one per student by grade level:</p>	<p>All 1-12 History-Social Science books are available one per student.</p> <p>K- Our World: Now and Long Ago 1st – A Child's View 2nd – People We Know 3rd – Our Community 4th – California: A Changing State 5th – The United States: Making a Nation</p> <p>6th - Ancient Civilizations 7th- Medieval to Early Modern Times 8th – United States History</p> <p>9th - Glencoe © 2008, World Geography and Cultures 10th - McDougal Littell © 2006, Modern World History – Patterns of Interaction 11th - HRW © 2007 American Anthem- Modern American History 12th – Prentice/Pearson © 2006, Magruder’s American Government; Prentice/Pearson © 2007, Economics – Principles in Action 9th-12th – Glencoe © 2008 Understanding Psychology</p> <p>AP Courses</p> <p>11th - 12th - Houghton/Mifflin © 2006 The Earth and Its Peoples – A Global History 12th - Houghton/Mifflin © 2006 The American Pageant 12th – Prentice/Pearson © 2008, Government in America- People, Politics, and Policy 12th – Thompson/Wadsworth © 2006, Comparative Politics 12th – Mc Graw Hill © 2008, Economics * AP Edition 9th-12th – Pearson/Allyn & Bacon © 2007, Psychology</p> <p>Supplemental for English Learners</p> <p>9th-12th – AGS Globe Fearon © 2008, Pacemaker – World History 9th-12th – AGS Globe Fearon © 2004, Pacemaker – US History 9th-12th – AGS Globe Fearon © 2001, Pacemaker – American Government 9th-12th – AGS Globe Fearon © 2001, Pacemaker – Economics</p>
<p>Foreign Language</p> <p>World languages books by multiple publishers in grades 9-12. All high school textbooks are from the most recent approval of the local school board.</p>	<p>All 7-12 Foreign Language books are available one per student.</p> <p>7th-12th Spanish I, II, & III, Pearson/Prentice ©2000, Paso A Paso 7th-12th French I, II, & III, HRW, ©2000, Allez viens! 7th-12th Japanese I, II, & III, Cheny & Tsui, ©2004, Adventures in Japanese 7th-12th German I, II, & III, EMC-Paradigm, ©1998, Deutsch Aktuell</p>

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
No students at this school were reported as lacking Textbooks or Instructional Materials	
Health All high school textbooks are from the recent approval of the local governing Board of Education.	All 9-12 Health books are available one per student. 9th-12th Glencoe, © 2004, Glencoe Health
Visual and Performing Arts* All 7th – 12th school textbooks are from the recent approval of the local governing Board of Education. AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the recent approval of the local governing Board of Education.	7th&8th: Davis ©2000 Exploring Visual Design; McGraw-Hill ©1997 Exploring Theatre 9-12th: Glencoe ©2000 Art in Focus, ©2005 the Stage & the School, ©2005 Art Talk; Davis ©2003 Exploring Painting, ©2005 The Visual Experience, ©1995 Photographic Eye; McGraw-Hill ©2000 Make It In Clay, ©2004 Hands in Clay, ©2005 Theatrical Design & Production, Play Production Today; West ©2002 Black and White Photography, ©1994 Jazz Dance Today; Human Kinetic ©1997 Choreography, ©2005 A Sense of Dance; Merwetter ©1996 Playing Contemporary Scenes; Princeton ©1995 Dance – the Art of Production AP Courses Thomson/Wadsworth ©2005 Gardner’s Art Through the Ages; Glencoe ©2003 Music in Theory & Practice; Brown & Benchmark – Art Context & Criticism
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.
<i>*Visual and Performing Arts are not subject to sufficiency requirements under Education Code 60119</i>	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,548	\$616	\$4,932	\$61,257
District			\$4,857	\$62,890
Percent Difference – School Site and District			1.5%	-2.7%
State			\$5,300	\$65,008
Percent Difference – School Site and State			-7.5%	-6.1%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

We support special populations with a staff that includes eight counselors, eight resource specialists, a health clerk, and a full-time librarian. In addition, the site shares a psychologist and speech therapist with neighboring Toby Johnson Middle School. Franklin High School's support of special populations also includes a comprehensive AVID program, student enrollment in the "Language!" curriculum to strengthen reading and comprehension skills, and encouragement of developing study skills and goal setting through an Advisory program.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,047	\$40,721
Mid-Range Teacher Salary	\$59,384	\$65,190
Highest Teacher Salary	\$82,031	\$84,151
Average Principal Salary (Elementary)	\$109,155	\$104,476
Average Principal Salary (Middle)	\$109,139	\$108,527
Average Principal Salary (High)	\$120,324	\$119,210
Superintendent Salary	\$221,536	\$210,769
Percent of Budget for Teacher Salaries	45.4%	39.9%
Percent of Budget for Administrative Salaries	4.7%	5.5%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	51%	58%	60%	48%	49%	51%	42%	43%	46%
Mathematics	36%	43%	39%	47%	48%	49%	40%	40%	43%
Science	50%	53%	54%	38%	43%	51%	35%	38%	46%
History-Social Science	42%	39%	44%	37%	37%	40%	33%	33%	36%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	44%	24%	36%	30%
American Indian or Alaska Native	*	*	*	*
Asian	72%	54%	58%	52%
Filipino	67%	46%	56%	41%
Hispanic or Latino	44%	29%	40%	34%
Pacific Islander	46%	22%	50%	27%
White (not Hispanic)	68%	42%	67%	52%
Male	54%	39%	55%	46%
Female	66%	39%	54%	42%
Economically Disadvantaged	44%	28%	32%	*
English Learners	8%	9%	4%	6%
Students with Disabilities	14%	8%	8%	*
Students Receiving Migrant Education Services	*	*	*	*

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	66.2%	53.9%	52.9%	66.2%	53.9%	52.9%	66.2%	53.9%	52.9%
Mathematics	73.6%	58.8%	51.3%	73.6%	58.8%	51.3%	73.6%	58.8%	51.3%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	30.6%	53.3%	16.1%	26.1%	38.1%	35.8%
African American	44.6%	47.9%	7.4%	39.3%	41.8%	18.9%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	29.2%	51.2%	19.6%	19.8%	32.3%	47.9%
Filipino	27.7%	55.4%	16.9%	18.5%	44.6%	36.9%
Hispanic or Latino	42.6%	50.0%	7.4%	38.3%	36.7%	25.0%
Pacific Islander	33.3%	50.0%	16.7%	50.0%	25.0%	25.0%
White (not Hispanic)	20.1%	58.0%	21.9%	19.0%	39.0%	42.0%
Male	36.6%	50.3%	13.1%	23.1%	39.8%	37.1%
Female	24.2%	56.5%	19.3%	29.3%	36.1%	34.5%
Economically Disadvantaged	50.8%	46.6%	2.6%	41.5%	37.3%	21.2%
English Learners	56.3%	40.3%	3.4%	43.6%	39.3%	17.1%
Students with Disabilities	83.8%	13.5%	2.7%	73.0%	21.6%	5.4%
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	*
7	*
9	58.7%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	9	8	9
Similar Schools	8	5	5

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-5	21	11	793
African American	-26	8	31	723
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	10	5	3	845
Filipino	10	9	16	811
Hispanic or Latino	-18	37	-14	728
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	-2	23	18	824
Socioeconomically Disadvantaged	2	28	-4	719
English Learners		26	-27	706
Students with Disabilities		4	49	553

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement		N/A
Percent of Schools Currently in Program Improvement		N/A

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.3	0.4	0.6	3.3	3	3.4	3.1	3.5	4.4
Graduation Rate	96.9	97.5	97.0	83.9	84.6	85.7	85	83	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	95.1%	77.9%	N/A
African American	94.3%	62.8%	N/A
American Indian or Alaska Native	100.0%	62.2%	N/A
Asian	95.6%	87.5%	N/A
Filipino	91.7%	88.5%	N/A
Hispanic or Latino	92.7%	71.8%	N/A
Pacific Islander	92.9%	80.3%	N/A
White (not Hispanic)	97.1%	84.4%	N/A
Socioeconomically Disadvantaged	89.6%	70.8%	N/A
English Learners	75.0%	64.3%	N/A
Students with Disabilities	79.5%	41.5%	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Franklin High School prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

Students have opportunities to participate in specialized programs that can provide them with an introduction to a technical career. The Agriculture FFA academy focuses on agricultural related careers. The STEM Program (School of Technology, Engineering, and Media) is a program offered to students who wish to pursue careers in the fields of technology, engineering and/or media. Students enrolled in this program must complete specific courses based on their areas of career focus.

Franklin High School also offers students a Regional Occupation Program (ROP) in retail sales. This program is provided on our campus through the Sacramento County Regional Occupation Program office. This course provides our students with the necessary skills to seek life-long employment in the retail sales field. Resume writing, proper work attire, and punctuality are just some of the topics that are covered.

The Workability Program assists special needs students in planning for education, job-training, and employment after high school. This program provides support services and promotes independence and economic self-sufficiency which contributes to our goal of developing world citizens.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	1,678
Percent of pupils completing a CTE program and earning a high school diploma	95.9%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	61.4%
Graduates Who Completed All Courses Required for UC/CSU Admission	52.7%

Advanced Placement Courses

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>. 2007-2008 data reported by CDE; 2008-2009 data LEA reported.

Subject	2007-2008		2008-2009	
	Number of AP Courses Offered	Percent of Students In AP Courses	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1		0	
English	1		2	
Fine and Performing Arts	0		3	
Foreign Language	1		4	
Mathematics	2		3	
Science	4		4	
Social Science	4		6	
All courses	13	8.1%	22	N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. For 2008-2009, our school has a professional development emphasis in rigorous, culturally responsive instruction. Through our district's Trainer of Trainers program, four times per year a team of teachers attends training on best teaching practices and returns to the site and shares the information they learned with the whole staff. In addition, our school has a weekly early out schedule in which students leave school one hour early. Teachers use this time to meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs.

Our teachers also take part in a vertical teaming math and English professional development programs for teachers of grades 4-12 that is intended to increase students' conceptual understanding of mathematics and writing. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher support program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Paraprofessionals, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

	2005-2006	2006-2007	2007-2008
School Days Dedicated to Staff Development	0	0	0