

California Department of Education
School Accountability Report Card
Reported Using Data from the 2017-2018 School Year
Published During 2018-2019

For: Franklin High School

Address: 6400 Whitelock Pkwy, Elk Grove, CA 95757

Principal: Chantelle Albiani

Phone: (916) 714-8150

Grade Span: 9-12

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

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

DataQuest

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

Internet Access

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

About This School

District Contact Information (School Year 2018-2019)

District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Web Site	www.egusd.net
Superintendent	Christopher R. Hoffman
E-mail Address	choffman@egusd.net

School Contact Information (School Year 2018-2019)

School Name	Franklin High School
Street	6400 Whitelock Pkwy
City, State, Zip	Elk Grove, CA 95757
Phone Number	(916) 714-8150
Principal	Chantelle Albani
E-mail Address	CALbani@egusd.net
Web Site	http://frhs.egusd.net
County-District-School(CDS) Code	34673143430873

School Description and Mission Statement (School Year 2018-2019)

Franklin High School, the sixth comprehensive high school in the Elk Grove Unified School District, prides itself on providing students an extensive variety of opportunities to be successful. Our unique schedule allows the school to offer a large number of AP and elective courses to motivate and challenge students in an array of subject areas. Franklin High School has also established a collaborative environment that includes a strong communication with Toby Johnson Middle School. The schools share the 19,000 square foot Franklin Community Library, which is operated in partnership with the Sacramento County Library system.

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

Franklin High School offers challenging course work that will prepare students for both college or career pathways. Our college prep and AP/Honors course offerings are extensive, and our unique block schedule allow students to have access to multiple elective course offerings to promote a well-rounded student curriculum. Student success is also measured through our California Partnership Academy program completion and our newly added High Quality Pathways.

Students are encouraged to enroll in rigorous courses and are supported through multiple opportunities to connect with the school. With over 60 clubs, competitive athletic teams, and accomplished extra-curricular activities, students and their families are excited to be part of this comprehensive high school environment. Our academic guidance counseling and support programs assists students in achieving their post-secondary college and career goals.

Chantelle Albani, Principal
Franklin High School

Student Enrollment by Grade Level (School Year 2017-2018)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	699
Grade 10	668
Grade 11	604
Grade 12	634
Ungraded Secondary	0
Total Enrollment	2605

School Enrollment by Student Group (School Year 2017-2018)

Student Group	Percent of Total Enrollment
Black or African American	13.10%
American Indian or Alaska Native	0.20%
Asian	27.30%
Filipino	12.10%
Hispanic or Latino	20.40%
Native Hawaiian or Pacific Islander	1.00%
White	17.50%
Two or More Races	8.40%
Socioeconomically Disadvantaged	36.70%
English Learners	4.10%
Students with Disabilities	
Foster Youth	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016-2017	School 2017-2018	School 2018-2019	District 2018-2019
With Full Credential	113	113	117	3113
Without Full Credential	0	2	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-2017	2017-2018	2018-2019
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	0

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, and Availability of Textbooks and Instructional Materials (School Year 2018-2019)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: September 4, 2018

Year and month in which data were collected: August 14, 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Reading Writing Workshop units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd-6th: <i>Literature Anthology, Reading Writing Workshop, Your Turn Practice Book, Close Reading Companion</i> . Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition Adopted EGUSD 2017	No	0
AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors <i>½ Advanced Language & Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2013 Adopted EGUSD 2015 12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Cambridge University Press © 2009 Adopted EGUSD 2010 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2012; Adopted EGUSD 2016	Yes	0

	<i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017		
Mathematics	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK $\frac{1}{2}$ <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>CA GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th $\frac{1}{2}$ Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015 <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th <i>Trigonometry 5th Edition</i> © 2007, McDougal/Littell; Adopted EGUSD 2006 Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 <i>Statistics & Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 <i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition, <i>Standard Level Mathematics, Higher Level Mathematics</i> , Pearson © 2012; Adopted EGUSD 2012 <i>Calculus 7th edition</i> , McDougal Littell © 2002 Adopted EGUSD 2014	Yes	0
Science	All 2-12 Science books are provided one per student.		

<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</p>	<p>TK $\frac{1}{2}$ <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p>California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K - Literature Big Book Package 1st - Unit Big Book Package 2nd - 5th - Student Edition Adopted EGUSD 2008</p>	<p>Yes</p>	<p>0</p>
<p>Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - <i>Earth Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2008</p>	<p>Yes</p>	<p>0</p>
<p>Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p><i>Biology: Dynamics of Life</i>, © 2000, <i>Physics: Principles and Problems</i> © 1999, McGraw Hill, <i>Modern Chemistry</i>, <i>Modern Biology</i>, HRW © 1999; Adopted EGUSD 2000</p> <p><i>Agriscience & Technology</i> © 1998, Delmar/Thompson, <i>Essentials in Geology</i>, Prentice Hall © 2000; Adopted EGUSD 2001</p> <p><i>Astronomy Today</i>, Prentice Hall © 2002; Adopted EGUSD 2002</p> <p><i>Agriscience: Fundamentals & Applications</i>, Prentice Hall © 2002; Adopted EGUSD 2004</p> <p><i>Criminalistics</i>, Prentice Hall © 2004, <i>Environmental Science</i>, McGraw Hill © 2005; <i>Fundamentals of Anatomy & Physiology</i> © 2006, Prentice Hall; <i>Modern Biology</i> © 2006, HRW; Adopted EGUSD 2006</p> <p><i>Foundations in Microbiology</i>, McGraw Hill, © 2005, <i>Earth Science</i>, Prentice Hall © 2006; Adopted EGUSD 2008</p>	<p>Yes</p>	<p>0</p>
<p>AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses: <i>Biology by Campbell</i>, Pearson © 2011; Adopted EGUSD 2012</p> <p><i>Chemistry: A Molecular Approach</i>, Pearson © 2014; Adopted EGUSD 2013</p> <p><i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p>	<p>Yes</p>	<p>0</p>
<p>IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>IB Courses:</p> <p><i>College Physics, 9th Ed.</i>, $\frac{1}{2}$Cengage © 2012; Adopted EGUSD 2014</p> <p><i>Higher Level Biology, 2nd Ed.</i>, Pearson © 2014;</p> <p><i>Standard Level Chemistry, 2nd Edition</i>, Pearson © 2014; <i>Higher Level Chemistry, 2nd Edition</i>, Pearson ©</p>	<p>Yes</p>	<p>0</p>

	2014; Adopted EGUSD 2015		
	Supplemental for English Learners: <i>Concepts and Challenges in Earth Science</i> , Pearson/Globe Fearon © 2003 Adopted EGUSD 2008		
History-Social Science	All 1-12 History-Social Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK ½ <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Our World: Now and Long Ago, California Big Book 1st - <i>A Child's View</i> 2nd - <i>People We Know</i> 3rd - <i>Our Community</i> 4th - <i>California: A Changing State</i> 5th - <i>The United States: Making a Nation</i> Adopted EGUSD 2007	Yes	0
Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History</i> Adopted EGUSD 2007	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World Geography and Cultures, Understanding Psychology</i> , Glencoe © 2008, <i>Modern World History - Patterns of Interaction</i> , McDougal Littell© 2006, <i>American Anthem- Modern American History</i> , HRW © 2007, <i>Magruder's American Government</i> © 2006, <i>Economics - Principles in Action</i> © 2007, Prentice/Pearson; Adopted EGUSD 2008	Yes	0
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth; Adopted EGUSD 2016 <i>Krugman's Economics</i> © 2015, <i>American History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017 <i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0
	Supplemental for English Learners	Yes	0

	<i>World Geography & Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008		
Foreign Language	All 7-12 World language books are provided one per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Adventures in Japanese III</i> , Cheng & Tsui, © 1998; Adopted EGUSD 2000 <i>Realidades I, II, III, IV</i> , Pearson © 2014, <i>Bien dit! I, II, III</i> , HMH © 2013, <i>Intrigue 3rd Ed.</i> , Pearson © 2011, <i>Deutsch Aktuell I, II, III</i> , EMC-Paradigm, © 2010, <i>Haruichiban and Ginga</i> , Kisetsu, © 2014; Adopted EGUSD 2014 <i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Abriendo Puertas</i> , McDougal Littell © 2003; Adopted EGUSD 2002 <i>Kaleidoskop</i> , Houghton Mifflin © 2007; Adopted EGUSD 2006 <i>Yookoso!</i> , McGraw-Hill © 2006; Adopted EGUSD 2007 <i>Temas</i> , Vista Higher Learning © 2014, <i>Intrigue 3rd Ed.</i> , Pearson © 2011; Adopted EGUSD 2014	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: <i>Adventures in Japanese III</i> , Cheng & Tsui © 1998; Adopted EGUSD 2000 <i>Yookoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007 <i>Manana, LeMonde de Francais</i> , Advanced Materials © 2011; Adopted EGUSD 2012 <i>Abriendo pasa Grammatica</i> , Pearson © 2014; Adopted EGUSD 2014	Yes	0
Visual and Performing Arts			
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: <i>Alfred's 1/2s Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014;	Yes	0

	<p><i>Drama for Reading and Performance</i>, Perfection Learning © 2008; <i>Experience Clay</i>, Davis © 2011; <i>Experience Painting</i>, Davis © 2015; <i>Experiencing Dance</i>, Human Kinetics © 2014; <i>Focus on Photography</i>, Davis © 2016; <i>Guitar School</i>, Alfred Music © 1998; <i>Photography</i>, Pearson © 2016; Adopted EGUSD 2018</p>		
<p>AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.</p>	<p>AP Courses: <i>Gardner's Art Through the Ages</i>, Thomson/Wadsworth © 2005; Adopted EGUSD 2005</p> <p><i>Musicians' Guide to Theory and Analysis</i>, WW Norton © 2006; Adopted EGUSD 2018</p>	Yes	0
Health	All 9-12 Health books are provided one per student.		
<p>All high school textbooks are from the most recent adoption of the local governing Board of Education.</p>	<p><i>Health</i>, Glencoe © 2004 Adopted EGUSD 2004</p>	Yes	0
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.		

School Facility Conditions and Planned Improvements (School Year 2018-2019)

Our school opened August, 2002. We have 90 classrooms, a multipurpose room, a shared library with TJMS and Sacramento Public Library, computer classrooms, student services and administration buildings. Our new all-weather track and field was completed at the beginning of the school year. Football games will continue to be held in the shared stadium at COHS. Parents and visitors report our campus is "beautiful" and looks clean, safe and inviting. Two Career Technical Education classrooms have been modernized and updated with new technology and equipment. District maintenance staff ensures that necessary repairs to keep the school in working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The district's governing board has adopted cleaning standards for all schools. A summary of these standards is available at the school office or in the district's Facilities Department. Our administration works with the custodial staff to develop cleaning schedules.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2018-2019)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report : 10/19/2018

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

Overall Facility (School Year 2018-2019)

Year and month of the most recent FIT report: 10/19/2018

Overall Rating

Exemplary	Good	Fair	Poor
x			

The district takes pride in its schools to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. To assist in this goal, the district uses a facility survey instrument developed by the State of California. Our school received "exemplary" status based on the State's definition, the highest rating possible. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Construction will begin at the end of the 2018-19 school year for fencing around the new all-weather track and field, as well as throughout the campus.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. CAA 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven Percent of Students Meeting or Exceeding the State Standards

Subject	School 2016-2017	School 2017-2018	District 2016-2017	District 2017-2018	State 2016-2017	State 2017-2018
English Language Arts/Literacy (grades 3-8 and 11)	81%	65%	54%	55%	48%	50%
Mathematics (grades 3-8 and 11)	58%	47%	44%	45%	37%	38%

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

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 or Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2017-2018)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	589	569	96.6	65.26
Male	321	311	96.88	59.81
Female	268	258	96.27	71.88
Black or African American	76	72	94.74	40.28
American Indian or Alaska Native	--	--	--	--
Asian	165	164	99.39	76.83
Filipino	71	70	98.59	70
Hispanic or Latino	121	115	95.04	54.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	101	96	95.05	69.47
Two or More Races	47	45	95.74	75
Socioeconomically Disadvantaged	232	218	93.97	51.83
English Learners	48	47	97.92	29.79
Students with Disabilities	45	39	86.67	7.69
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 on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2017-2018)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	589	571	96.94	46.76
Male	321	311	96.88	45.02
Female	268	260	97.01	48.85
Black or African American	76	72	94.74	27.78
American Indian or Alaska Native	--	--	--	--
Asian	165	164	99.39	65.24
Filipino	71	70	98.59	51.43
Hispanic or Latino	121	116	95.87	26.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	101	96	95.05	47.92
Two or More Races	47	45	95.74	53.33
Socioeconomically Disadvantaged	232	221	95.26	34.39
English Learners	48	47	97.92	29.79
Students with Disabilities	45	39	86.67	2.56
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 on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Science for All Students
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016-2017	School 2017-2018	District 2016-2017	District 2017-2018	State 2016-2017	State 2017-2018
Science (grades 5, 8, and 10)	NA	NA	NA	NA	NA	NA

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

Note: The 2016½17 and 2017½18 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 new California Science Test (CAST) was pilot- tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018½19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016½17 and 2017½18) and the CAA for Science will be field-tested in 2018½19.

Note: Science test results include the CAST and the CAA for Science. The ½Percent Met or Exceeded½ 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 3½Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2018-2019)

Career Technical Education (CTE) provides opportunities for FRHS students to prepare for college, career and life. CTE offers a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around student support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Guidance and career counselors offer support focused on achieving the outcomes described in the EGUSD Graduate Profile by offering lessons on transcript review, college readiness, A-G completion, course selection, Academy applications, college admissions, postsecondary options, technology use and resources.

FRHS offers the following CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA), High Quality Career Pathways (HQCP), and Explore CTE Programs. CPAs feature cohort scheduling in CTE and academic core classes, integrated projects, and work-based learning opportunities. HQCPs provide a two-to-three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. Explore CTE programs, open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. CTE programs at FRHS also allow students to meet graduation requirements and complete A-G requirements through courses that incorporate state-adopted academic standards. In 2017-18, FRHS offered two CPAs, The GREEN Academy and the STEM Academy, which represent the fields of technology, engineering and /or media. HQCPs at FRHS include Animation, Design Arts, Digital Media, Engineering Technology, Engineering Design and Web Design. EGUSD's Department of College and Career Options supports FRHS's CTE programs by providing industry sector coaches and professional development opportunities.

16% of the FRHS class of 2018 completed a CTE program. Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios and defense of learning, industry certifications, Apple internship opportunities, and other means. Our CTE programs are evaluated through multiple measures, including the number of students completing a CTE pathway, graduation rates, A-G completion rates, GPA, and attendance. Our CTE teams complete a rigorous self-reflection process, followed by district certification. The district collects data regarding continued education and employment from students one year after graduation as part of the Carl D. Perkins reporting process.

Career Technical Education Participation (School Year 2017-2018)

Measure	CTE Program Participation
Number of pupils participating in CTE	296
Percent of pupils completing a CTE program and earning a high school diploma	100.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	24.00%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2017-2018 Pupils Enrolled in Courses Required for UC/CSU Admission	97.20%
2016-2017 Graduates Who Completed All Courses Required for UC/CSU Admission	68.23%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-2018)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7			
9	16.2	32.3	41.1

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-2019)

Achieving our school's vision involves a partnership between school, home, and community. Parents are encouraged to take an active role in their child's education through campus visits, regular communication with teachers, and monitoring their child's academic progress. Franklin High School has many parent organizations and opportunities for involvement, such as Take Your Parent to School events, School Site Council, Wildcat Booster Club, and the English Learner Advisory Committee. If interested please contact the school secretary, Sandra Dinwiddie, at 916-714-8150.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2014-2015	School 2015-2016	School 2016-2017	District 2014-2015	District 2015-2016	District 2016-2017	State 2014-2015	State 2015-2016	State 2016-2017
Dropout Rate	0.6	0.7	1	4.9	4.1	4.6	10.7	9.7	9.1
Graduation Rate	98.4	97.9	98.2	89.9	91	90.7	82.3	83.8	82.7

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	School	District	State
All Students	98.03	91.76	88.72
Black or African American	97.5	82.21	82.15
American Indian or Alaska Native	100	90.48	82.81
Asian	97.53	96.13	94.93
Filipino	100	98.42	93.45
Hispanic or Latino	98.37	90.35	86.54
Native Hawaiian or Pacific Islander	100	91.78	88.56
White	98.36	94.24	92.12
Socioeconomically Disadvantaged	95.45	90.12	91.15
Two or More Races	100	91.58	88.64
English Learners	66.67	57.98	56.74
Students with Disabilities	100	80.31	67.12
Foster Youth	100	79.07	74.08

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2015-2016	School 2016-2017	School 2017-2018	District 2015-2016	District 2016-2017	District 2017-2018	State 2015-2016	State 2016-2017	State 2017-2018
Suspensions	4.53%	5.85%	4.92%	4.28%	4.72%	4.34%	3.65%	3.65%	3.51%
Expulsions	0.11%	0.04%	0.07%	0.04%	0.03%	0.05%	0.09%	0.09%	0.08%

School Safety Plan (School Year 2018-2019)

Franklin High School provides a safe and positive learning environment for all students. Staff members maintain high expectations for appropriate and respectful student behavior. The School Safety Plan was reviewed in September 2018. 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 Link Crew Leaders and conflict managers to promote safe choices and conflict resolution on campus. A schedule is made to ensure supervision before and after school that includes both campus supervisors and administration. The areas of the campus that are open for entrance are monitored so all outside visitors need to check in through the main office and follow the appropriate procedures.

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015-2016)

Subject	Avg. Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	30	14	14	44
Mathematics	29	10	42	24
Science	32	5	8	28
Social Science	33	3	12	29

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016-2017)

Subject	Avg. Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	30	11	26	29
Mathematics	31	3	34	30
Science	31	4	16	21
Social Science	32	4	14	27

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017-2018)

Subject	Avg. Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	31	13	14	44
Mathematics	32	7	25	40
Science	33	5	9	28
Social Science	32	5	9	33

* 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.

Academic Counselors and Other Support Staff (School Year 2017-2018)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.65	461
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0	N/A
Other	8.625	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-2017)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,220	\$793	\$6,427	\$80,220
District	N/A	N/A	\$6,376	\$76,341
Percent Difference - School Site and District	N/A	N/A	0.80%	4.96%
State	N/A	N/A	\$6,574	\$79,228
Percent Difference - School Site and State	N/A	N/A	-2.26%	1.24%

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

Types of Services Funded (Fiscal Year 2018-2019)

Specialized programs are staffed with six counselors, seven resource specialists, full-time school psychologist, health clerk, and full-time librarian. The site shares a speech therapist with its feeder middle school and a regional MHT specialist one day per week. Franklin High School's support of special populations also includes a comprehensive Advancement Via Individual Determination (AVID) Program, Math, English Science Academy (MESA) Program, and two California Partnership Academies (STEM & GREEN). Special needs students participate in classroom instruction that strengthens writing, reading, and comprehension skills. English Learners are using the EDGE curriculum designed for EL students grades 9 to 12. We have an intensive reading intervention program designed to support students who additional Language Arts skills. We are piloting an intervention program for 10th grade students that incorporates social-emotional skills along with study skills to enhance student performance.

Teacher and Administrative Salaries (Fiscal Year 2016-2017)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,635	\$47,903
Mid-Range Teacher Salary	\$66,187	\$74,481
Highest Teacher Salary	\$93,258	\$98,269
Average Principal Salary (Elementary)	\$120,368	\$123,495
Average Principal Salary (Middle)	\$122,739	\$129,482
Average Principal Salary (High)	\$134,048	\$142,414
Superintendent Salary	\$320,050	\$271,429
Percent of Budget for Teacher Salaries	38.00%	35.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-2018)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	3	N/A
Foreign Language	2	N/A
Mathematics	6	N/A
Science	7	N/A
Social Science	10	N/A
All courses	33	26.60%

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

* Where there are student course enrollments.

Course enrollments include only the number of K-12 public students enrolled in the class on "Census Day," a Wednesday in early October of the school year indicated. Since this data is collected on a single day in Fall, courses that are only offered later in the year will not be included on this report.

Professional Development

Our school offers a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Teachers from different departments or programs provide professional development during monthly staff meetings. In addition, teachers meet on late start Wednesdays to collaborate in professional learning communities in order to ensure that all students acquire the knowledge and skills essential to achieving their full potential. For the 2018-19 school year we will be focused on preparation for our WASC report and visit, in addition to the continuation of our work with professional learning communities. Many grade level and subject matter teams also have specific release days throughout the year to collaborate on common assessments, Integrated Math, Next Generation Science standards, AP/Honors vertical teaming, EL/SDAIE courses, as well as student placement in a variety of support/intervention programs.

	2016-2017	2017-2018	2018-2019
School Days Dedicated to Staff Development	8	8	8

