

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-2016 School Year
Published During 2016-2017

For: Franklin High School

Address: 6400 Whitelock Parkway, 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/fq/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 2016-2017)

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 2016-2017)

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

School Description and Mission Statement (School Year 2016-2017)

Franklin High School, the sixth comprehensive high school in the Elk Grove Unified School District, prides itself on providing students a multitude of opportunities to be successful. With a unique schedule, the school is able to offer a variety 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.

The school wide focus is to continue to offer challenging course work that will prepare students for college and/or career pathways. The success of Franklin has continued with 82% of our 11th grade students meeting or exceeding English Language Arts standards on the state mandated test and 60% of our 11th grade students meeting or exceeding Math standards. This is accomplished through standards-based instruction, using student achievement data to drive instruction, and culturally responsive teaching.

Franklin High School 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, the students and their families are encouraged to be involved in the four-year academic environment. Franklin's comprehensive academic guidance and support programs allow students to achieve their post-secondary college and career goals.

Chantelle Albani, Principal
Franklin High School

Student Enrollment by Grade Level (School Year 2015-2016)

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	624
Grade 10	677
Grade 11	640
Grade 12	732
Ungraded Secondary	0
Total Enrollment	2673

School Enrollment by Student Group (School Year 2015-2016)

Student Group	Percent of Total Enrollment
Black or African American	15.00%
American Indian or Alaska Native	0.40%
Asian	26.40%
Filipino	11.00%
Hispanic or Latino	19.10%
Native Hawaiian or Pacific Islander	0.90%
White	20.30%
Two or More Races	6.90%
Socioeconomically Disadvantaged	37.30%
English Learners	4.50%
Students with Disabilities	6.60%
Foster Youth	0.60%

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 2014-2015	School 2015-2016	School 2016-2017	District 2016-2017
With Full Credential	116	117	113	3072
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-2015	2015-2016	2016-2017
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-2016)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	96.89%	3.11%
All Schools in District	95.63%	4.37%
High-Poverty Schools in District	95.77%	4.23%
Low-Poverty Schools in District	95.42%	4.58%

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

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2016-2017)

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: August 16 and September 6, 2016

Year and month in which data were collected: August 16, 2016

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>Literature & Language Arts</i> by HRW © 2003 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 2002 SBE adoption Adopted EGUSD 2003	No	0
<i>Literature & Language Arts</i> by HRW © 2003 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 Adopted EGUSD 2003	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: 11 th - <i>Language of Composition</i> , Bedford/St. Martins ©2008 12 th - <i>Bedford Introduction to Literature</i> , V.H.P.S. ©2008 Adopted EGUSD 2003	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>Literature & Language Arts, course #5</i> by HRW © 2003; <i>Bedford Introduction to Literature</i> , V.H.P.S. © 2008; <i>Theory of Knowledge</i> , Cambridge University	Yes	0

	<p>Press © 2009</p> <p>Adopted EGUSD 2003</p> <p>Adopted EGUSD 2003</p> <p>Adopted EGUSD 2010</p>		
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 – <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 – Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-12. 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:	7th -8th Go Math, Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2014 <i>Integrated Math 1, Integrated Math 2, Integrated Math 3</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2016	Yes	0
	9th-12th - <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 <i>Geometry-Concepts & Skills</i> , McDougal/Littel © 2001; <i>Algebra 2</i> , © 2001, <i>Trigonometry</i> 5th Edition, <i>Precalculus with Limits</i> © 2005, McDougal/Littell; <i>Elementary Statistics</i> Glencoe/McGraw Hill © 2006 Adopted EGUSD 2002	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</i> 8th edition McDougal Littell © 2006 Adopted EGUSD 2012 <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. Adopted EGUSD 2016	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; <i>Calculus</i> 7th edition, McDougal Littell © 2002 Adopted EGUSD 2012	Yes	0
Science	All 2-12 Science books are provided one per student.		

	Supplemental for English Learners: <i>Earth Science</i> , AGS Globe/Pearson, © 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 – <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:	6 th - <i>Ancient Civilizations</i> 7 th - <i>Medieval to Early Modern Times</i> 8 th - <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>The Earth and Its Peoples - A Global History</i> , <i>The American Pageant</i> , Houghton/Mifflin © 2006; <i>Government in America- People, Politics, and Policy</i> , Prentice/Pearson © 2008; <i>Economics AP Edition</i> , McGraw-Hill © 2008; Adopted EGUSD 2008 <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015; <i>America's History</i> © 2014, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth Adopted EGUSD 2016	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> © 2011, <i>20th Century World History</i> © 2009, Oxford University Press Adopted EGUSD 2012	Yes	0

	Supplemental for English Learners <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	Yes	0
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>Realidades</i> I, II, III, IV, Pearson © 2014; <i>Bien dit!</i> I, II, III, HMH © 2013; <i>Intrigue 3rd Edition</i> , Pearson © 2011; <i>Adventures in Japanese</i> III, Cheng & Tsui, © 2004; Adopted EGUSD 2000 <i>Haruichiban</i> and <i>Ginga</i> , Kisetu, © 2014; <i>Deutsch Aktuell</i> I, II, III, EMC-Paradigm, © 2010 Adopted EGUSD 2014	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; <i>Temas</i> , Vista Higher Learning © 2014. <i>Intrigue 3e</i> , Pearson © 2011 <i>Yookoso!</i> , McGraw-Hill © 2006 <i>Kaleidoskop</i> , Houghton Mifflin © 2007 Adopted EGUSD 2000 Adopted EGUSD 2007 Adopted EGUSD 2008 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>Manana, LeMonde de Francais</i> , Advanced Materials © 2011; <i>Adventures in Japanese</i> III, Cheng & Tsui © 2004; <i>Yookoso!</i> McGraw-Hill ©2006; <i>Abriendo pasa Grammatica</i> , Pearson © 2014 Adopted EGUSD 2000 Adopted EGUSD 2007 Adopted EGUSD 2012 Adopted EGUSD 2014	Yes	0
Visual and Performing Arts			
All 7 th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Exploring Visual Design</i> , Davis ©2000; <i>Exploring Theatre</i> , McGraw-Hill ©1997 Adopted EGUSD 2000	Yes	0
	9-12th: <i>Art in Focus</i> © 2000, <i>The Stage & the School</i> © 2005, <i>Art Talk</i> © 2005, Glencoe; <i>Exploring Painting</i> © 2003, <i>The Visual Experience</i> © 2005, <i>Photographic Eye</i> © 1995, Davis Publ.; <i>Make It In Clay</i> © 2000, <i>Hands in Clay</i> © 2004, <i>Theatrical Design & Production, Play Production Today</i> © 2005, McGraw-Hill; <i>Black and White Photography</i> © 2002, <i>Jazz Dance Today</i> © 1994, West Publ.; <i>Choreography</i> © 1997, <i>A Sense of Dance</i> ©	Yes	0

	2005, Human Kinetic; <i>Playing Contemporary Scenes</i> , Merwetter © 1996; <i>Dance - the Art of Production</i> , Princeton © 1995 Adopted EGUSD 2000		
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.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth ©2005; <i>Music in Theory & Practice</i> , Glencoe ©2003; <i>Art Context & Criticism</i> , Brown & Benchmark © 1996 Adopted EGUSD 2000	Yes	0
Health	All 9-12 Health books are provided one per student.		
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Health</i> , Glencoe © 2004 Adopted EGUSD 2004	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 2016-2017)

Our school facility opened in August, 2002. Our school has 90 classrooms, multipurpose room, a shared library with Toby Johnson Middle School and the Sacramento Public Library, computer classrooms, student services and administration building. Our Athletic program uses the Franklin High School/Cosumnes Oaks community stadium for soccer, track, and football games. Parents and visitors report that our campus is "beautiful" and looks clean, safe and inviting. We anticipate some facility improvement projects in our Career Technical Education classrooms for the next school year. 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 2016-2017)

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

Date of facilities inspection: 10/12/2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
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 2016-2017)

	Exemplary	Good	Fair	Poor
Overall Rating	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 restricted maintenance at levels beyond the State required minimum and continues to use local resources to fund projects previously considered as part of the States former DMP.

In addition the District has continued to fund the Routine Restricted Maintenance (RRM) account at percentages above the State Minimum. For the 2013-2014 fiscal year the district funded RRM at \$13,829,852 or 2.86% of its General Fund Budgeted Expenditures. The district's complete deferred maintenance plan is available at the district office.

We have no projects at this time.

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of pupils 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 (School Year 2015-2016)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
English Language Arts/Literacy (grades 3-8 and 11)	77%	82%	49%	52%	44%	48%
Mathematics (grades 3-8 and 11)	59%	59%	41%	42%	34%	36%

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.

CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2015-2016)

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	627	611	97.45	81.68
Male	292	283	96.92	77.14
Female	335	328	97.91	85.58
Black or African American	86	84	97.67	66.27
American Indian or Alaska Native	--	--	--	--
Asian	164	161	98.17	89.44
Filipino	75	75	100.00	85.33
Hispanic or Latino	124	120	96.77	77.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	128	123	96.09	82.64
Two or More Races	44	42	95.45	85.71
Socioeconomically Disadvantaged	216	208	96.30	71.36
English Learners	19	17	89.47	23.53
Students with Disabilities	39	38	97.44	27.03
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 2015-2016)

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	627	612	97.61	59.17
Male	292	285	97.60	58.72
Female	335	327	97.61	59.57
Black or African American	86	84	97.67	31.33
American Indian or Alaska Native	--	--	--	--
Asian	164	162	98.78	70.99
Filipino	75	75	100.00	70.67
Hispanic or Latino	124	120	96.77	48.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	128	123	96.09	66.94
Two or More Races	44	42	95.45	59.52
Socioeconomically Disadvantaged	216	209	96.76	44.93
English Learners	19	17	89.47	17.65
Students with Disabilities	39	38	97.44	5.41
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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Science (grades 5, 8, and 10)	71%	70%	68%	65%	63%	63%	60%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-2016)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	667	655	98.20	68.40
Male	352	345	98.01	69.57
Female	315	310	98.01	69.57
Black or African American	103	102	99.03	50.00
American Indian or Alaska Native	--	--	--	--
Asian	177	175	98.87	83.43
Filipino	74	74	100.00	71.62
Hispanic or Latino	125	123	98.40	57.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	126	120	95.24	69.17
Two or More Races	53	52	98.11	75.00
Socioeconomically Disadvantaged	247	244	98.79	56.56
English Learners	27	25	92.59	24.00
Students with Disabilities	39	37	94.87	27.03
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2016-2017)

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 established school-to-work structures within each curricular area for all students, including those with special needs. Franklin High School offers the following programs that promote leadership, develop job-related skills, offer work-based learning opportunities and increase interest in school: California Partnership Academies (CPA), High Quality Pathways (HQCP) and Explore CTE programs. California Partnership Academies feature cohort scheduling in DTE and academic core classes, integrated projects, and work-based learning opportunities. High Quality Career Pathways provide students with a two to three year sequence of CTE courses within a career pathway. CTE programs at Franklin High School also allow students to meet graduation requirements and complete A-G requirements through courses that incorporate state adopted academic standards. At Franklin High School students are afforded opportunities to participate in specialized programs that can provide them with an introduction to a technical career. The GREEN Academy and the STEM Academy are offered to students who wish to pursue careers in the fields of technology, engineering and/or media. We are offering new pathways in Animation, Design Arts, Digital Media, Engineering Technology, Engineering Design and Web Design. Individual student assessment of work readiness skills in CTE programs takes place through: end of course exams, Apple internship opportunities and completion of course required projects such as portfolios and mock interviews. In addition to programs offered at Franklin High School, students may also participate in Elk Grove Unified School District's Explore CTE programs. Explore CTE programs include medical assistant, phlebotomy technician, EKG technician, computer graphics, computer animation and more. For a complete listing of Explore CTE offerings or to learn more about CTE programs in the Elk Grove Unified School District, visit www.egusdexplore.com.

Career Technical Education Participation (School Year 2015-2016)

Measure	CTE Program Participation
Number of pupils participating in CTE	395
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	14.29%

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

UC/CSU Course Measure	Percent
2015-2016 Pupils Enrolled in Courses Required for UC/CSU Admission	97.01%
2014-2015 Graduates Who Completed All Courses Required for UC/CSU Admission	74.90%

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 2015-2016)

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	11.8	29.5	47.3

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 2016-2017)

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 office staff 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			District			State		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Dropout Rate	1.7	1.2	0.6	5.4	4.8	4.9	11.4	11.5	10.7
Graduation Rate	96.72	97.37	98.35	88.11	89.7	89.87	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	School	District	State
All Students	99.1	92.96	85.66
Black or African American	85.11	78.06	76.88
American Indian or Alaska Native	300	133.33	74.87
Asian	111.73	97.3	92.78
Filipino	127.12	111.54	96.8
Hispanic or Latino	87.14	93.78	84.49
Native Hawaiian or Pacific Islander	144.44	102.41	84.88
White	93.43	96.5	87.23
Socioeconomically Disadvantaged	76.74	78.11	91.36
Two or More Races	99.11	101.24	76.61
English Learners	55.56	82.74	50.9
Students with Disabilities	61.9	79.45	68.38
Foster Youth	--	--	--

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			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Suspensions	4.02	4.93	4.53	5.27	4.78	4.28	4.36	3.80	3.65
Expulsions	0.04	0.1	0.11	0.03	0.05	0.04	0.10	0.09	0.09

School Safety Plan (School Year 2016-2017)

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 2016. 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.

Federal Intervention Program (School Year 2016-2017)

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	3
Number of Schools Currently in Program Improvement	NA	12
Percent of Schools Currently in Program Improvement	NA	92.3

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-2014 Number of Classes*			Avg. Class Size	2014-2015 Number of Classes*			Avg. Class Size	2015-2016 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	15	29	34	31	10	16	45	27	14	27	31
Mathematics	32	6	29	41	33	3	25	42	26	12	46	18
Science	30	7	16	21	31	8	10	26	29	5	14	25
Social Science	27	17	9	31	32	10	6	32	30	4	20	20

* 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 2015-2016)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.55	408
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	5.75	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 2014-2015)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,138	\$559	\$5,579	\$74,697
District	N/A	N/A	\$5883	\$73,322
Percent Difference - School Site and District	N/A	N/A	-195%	2%
State	N/A	N/A	\$5,677	\$75,837
Percent Difference - School Site and State	N/A	N/A	-2%	-2%

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

Types of Services Funded (Fiscal Year 2016-2017)

We support special populations with a staff that includes six counselors, seven resource specialists, a full-time school psychologist, a health clerk, and a full-time librarian. In addition, the site shares a speech therapist with its feeder middle school. 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. It includes relevant and motivating content to prepare students for core state standards success by using systematic and focused materials. New to the 2016-17 school year is an intensive reading intervention program designed to support students who additional Language Arts skills.

Teacher and Administrative Salaries (Fiscal Year 2014-2015)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,073	\$45,092
Mid-Range Teacher Salary	\$62,389	\$71,627
Highest Teacher Salary	\$87,906	\$93,288
Average Principal Salary (Elementary)	\$114,486	\$115,631
Average Principal Salary (Middle)	\$116,400	\$120,915
Average Principal Salary (High)	\$128,425	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	41.00%	37.00%
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 2015-2016)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	3	N/A
Foreign Language	1	N/A
Mathematics	5	N/A
Science	10	N/A
Social Science	10	N/A
All courses	32	36.89%

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 2016-17 school year we will be focused on how to maximize our collaboration time with several workshops led by an educational consultant specializing in 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 Generations Science standards, AP/Honors vertical teaming, EL/SDAIE courses, as well as student placement in a variety of support/intervention programs.

	2014-2015	2015-2016	2016-2017
School Days Dedicated to Staff Development	4	4	8