

California Department of Education School Accountability Report Card

Reported Using Data from the 2023 - 2024 School Year
Published During 2024 - 2025

For: Franklin High School

Address: 6400 Whitelock Pkwy, Elk Grove, CA 95757
Principal: Adam Wood

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 course 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 UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at <https://www2.calstate.edu>.

About This School

District Contact Information (School Year 2024 - 2025)

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 2024 - 2025)

School Name	Franklin High School
Street	6400 Whitelock Pkwy
City, State, Zip	Elk Grove, CA 95757
Phone Number	916-714-8150
Principal	Adam Wood
E-mail Address	AWood@egusd.net
Web Site	http://frhs.egusd.net
Grade Span	9th Grade - 12th Grade
County-District-School(CDS) Code	34673143430873

School Description and Mission Statement (School Year 2024 - 2025)

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 for success. Our unique schedule provides students a large number of AP and elective course options designed to motivate and challenge students in an array of subject areas. Franklin High School has a collaborative environment that includes strong communication and partnership 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 EGUSD mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Franklin High School P.R.I.D.E. is demonstrated when students come to campus and exhibit their Preparation, Respect, Integrity, Determination and Empathy.

We strive to offer challenging course work that will prepare students for BOTH college or career pathways. Student success is measured by our graduation rate, college going rate, and career preparation 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 80 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 assist ALL students in achieving their post-secondary college and career goals.

Adam Wood, Principal
Franklin High School

Student Enrollment by Grade Level (School Year 2023 - 2024)

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
Grade 9	667
Grade 10	658
Grade 11	678
Grade 12	656
Total Enrollment	2659

Student Enrollment by Student Group (School Year 2023 - 2024)

Student Group	Percent of Total Enrollment
Female	46.70%
Male	53.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	31.80%
Black or African American	9.90%
Filipino	11.10%
Hispanic or Latino	19.50%
Native Hawaiian or Pacific Islander	1.20%
Two or More Races	10.80%
White	15.50%
English Learners	4.00%
Foster Youth	0.20%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	31.00%
Students with Disabilities	8.30%

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 Preparation and Placement (School Year 2020 - 2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	113.10	92.03%	2617.20	92.08%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	22.10	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	2.37%	44.70	1.57%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	1.15%	54.70	1.93%	12115.80	4.41%
Unknown/Incomplete/NA	5.40	4.45%	103.30	3.64%	18854.30	6.86%
Total Teaching Positions	122.90	100.00%	2842.20	100.00%	274759.10	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	111.40	91.15%	2737.20	90.11%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	24.80	0.82%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	0.54%	42.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	0.70%	72.10	2.37%	11953.10	4.28%
Unknown/Incomplete/NA	9.20	7.59%	161.10	5.30%	15831.90	5.67%
Total Teaching Positions	122.20	100.00%	3037.40	100.00%	279044.80	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022 - 2023)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	108.90	93.68%	2764.10	90.32%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	41.30	1.35%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	1.11%	60.90	1.99%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	2.02%	70.40	2.30%	11746.90	4.23%
Unknown/Incomplete/NA	3.60	3.17%	123.40	4.03%	14303.80	5.15%
Total Teaching Positions	116.30	100.00%	3060.40	100.00%	277698	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020 - 2021	2021 - 2022	2022 - 2023
Permits and Waivers	0.00	0.00	0
Misassignments	2.90	0.60	1.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.90	0.60	1.2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Credentialed Teachers Authorized on a Permit or Waiver	1.40	0.80	1.2
Local Assignment Options	0.00	0.00	1.1
Total Out-of-Field Teachers	1.40	0.80	2.3

Class Assignments

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.30%	1%	1.9%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.10%	0.2%	0.2%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024 - 2025)

Year and month in which data were collected: September 3, 2024

Textbooks and Instructional Materials Year of Adoption (Translation of textbook names available on request)			
Subject		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</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book</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	Yes	0
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>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 © 2023 Adopted EGUSD 2023 12th - <i>Literature & Composition</i> , Bedford/St. Martins © 2022 Adopted EGUSD 2022	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> , Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
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>Envision Math</i> , © 2020, © 2021 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 2023	Yes	0

<p><i>Imagine IM Math</i>, © 2024 in grades 7-8 and <i>Reveal Math 1</i> © 2020 in grade 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:</p>	<p>7th-8th <i>Imagine IM, Imagine Learning</i> © 2024; <i>Reveal Integrated Math 1</i>, McGraw Hill © 2020 Adopted EGUSD 2024</p>	Yes	0
<p>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:</p>	<p>9th-12th <i>Statistics & Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018 <i>Reveal IM Math 1-3</i> McGraw Hill © 2020 Adopted EGUSD 2024</p>	Yes	0
<p>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:</p>	<p>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</p>	Yes	0
<p>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:</p>	<p>IB Courses: <i>Calculus: Graphical, Numerical</i>, Pearson © 2016 Adopted EGUSD 2016 <i>Mathematics Core Topics SL1</i> © 2019; <i>Mathematics Core Topics HL1</i> © 2019; <i>Mathematics Analysis & Approaches SL2</i> © 2019; <i>Mathematics Analysis & Approaches HL2</i> © 2019; <i>Mathematics Applications & Interpretation SL2</i> © 2019, Haese Mathematics Adopted EGUSD 2020</p>	Yes	0
Science	All 2-12 Science books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<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 - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	Yes	0
<p>Amplify Science by Amplify Education © 2019 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 - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021</p>	Yes	0
<p>Science text by STEMscopes © 2019 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 & Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020</p>	Yes	0
<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>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006 <i>Foundations in Microbiology</i>, McGraw Hill, © 2005 Adopted EGUSD 2008 <i>The Living Earth</i>, © 2019, <i>Physics in the Universe</i>, © 2019, <i>STEMscopes</i>, <i>Experience Chemistry</i>, © 2019 Pearson; Adopted EGUSD 2020 <i>Foundations of Astronomy</i>, Cengage © 2019, <i>Criminalistics</i>, Pearson © 2021, <i>Hole's Essentials of Anatomy & Physiology</i> © 2021, McGraw Hill; <i>Visualizing Environmental Science</i>, McGraw Hill © 2017; Adopted EGUSD 2022</p>	Yes	0

<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>Campbell Biology in Focus</i>, Pearson © 2020; <i>Chemistry: A Molecular Approach</i>, Pearson © 2023; <i>Environmental Science for the AP Course</i>, Bedford/St. Martin © 2019; Adopted EGUSD 2022</p> <p><i>College Physics</i>, Cengage © 2023 Adopted EGUSD 2024</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: <i>Standard Level Biology 3e</i>, <i>Higher Level Biology 3e</i>, <i>Standard Level Chemistry 3e</i>, <i>Higher Level Chemistry 3e</i>, Pearson © 2023 Adopted EGUSD 2024</p>	<p>Yes</p>	<p>0</p>
<p>History-Social Science</p>	<p>All 1-12 History-Social Science books are provided one per student.</p>	<p>From Most Recent Adoption?</p>	<p>Percent Students Lacking Own Assigned Copy</p>
<p><i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019</p>	<p>Yes</p>	<p>0</p>
<p><i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p><i>World History Culture & Geography: The Modern World</i>© 2019, <i>United States History & Geography, Continuity & Change</i>© 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020</p> <p><i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p>AP Courses: <i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022</p> <p><i>Give Me Liberty!</i> © 2020, W.W. Norton; <i>Ways of the World</i> © 2023, <i>American Government</i> © 2021, <i>Comparative Government</i> © 2023, <i>Krugman's Economics</i> © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p>IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017</p> <p><i>The Cold War Superpower Tensions and Rivalries</i>© 2015, Oxford University Press; <i>Authoritarian States</i>, © 2015, Oxford University Press Adopted EGUSD 2018</p> <p><i>Global Politics</i>, © 2017, Oxford University Press Adopted EGUSD 2022</p>	<p>Yes</p>	<p>0</p>

Foreign Language	All 7-12 World language books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<p>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.</p>	<p><i>Adventures in Japanese 1 & 2</i>, Cheng & Tsui © 2016; <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCultures 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021 Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p>	<p>Yes</p>	<p>0</p>
<p>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.</p>	<p>AP Courses: <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, Wayside © 2012 Adopted EGUSD 2021</p>	<p>Yes</p>	<p>0</p>
<p>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.</p>	<p>IB Courses: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press Adopted EGUSD 2019</p> <p><i>Dekiru!</i>, © 2017, Cheng & Tsui Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p>	<p>Yes</p>	<p>0</p>

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 9-12th: <i>Alfred's 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; <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	Yes	0
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; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes	0
Health	All 9-12 Health books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021	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 2024 - 2025)

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 last year. Football games will continue to be held in the shared stadium at COHS. 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. Emergency repairs are given the highest priority. The district's governing board has adopted cleaning standards for all schools. 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

Year and month of the most recent FIT report : 9/4/2024

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

Overall Facility

Year and month of the most recent FIT report: 9/4/2024

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 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 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.

New lights were installed for the soccer field in the fall of 2023. New projectors were installed in each classroom in August 2023. The engineering classroom was remodeled in summer of 2024.

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing state-administered assessments Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
English Language Arts/Literacy (grades 3-8 and 11)	62%	53%	51%	51%	46%	47%
Mathematics (grades 3-8 and 11)	49%	41%	40%	41%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	669	639	95.52	4.48	53.36
Female	312	301	96.47	3.53	67.44
Male	357	338	94.68	5.32	40.83
American Indian or Alaska Native	--	--	--	--	--
Asian	198	192	96.97	3.03	64.58
Black or African American	56	55	98.21	1.79	36.36
Filipino	73	72	98.63	1.37	63.89
Hispanic or Latino	135	127	94.07	5.93	36.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	85	81	95.29	4.71	55.56
White	110	101	91.82	8.18	53.47
English Learners	25	23	92.00	8.00	4.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	216	205	94.91	5.09	43.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	47	83.93	16.07	12.77

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	670	645	96.27	3.73	41.09
Female	312	306	98.08	1.92	41.50
Male	358	339	94.69	5.31	40.71
American Indian or Alaska Native	--	--	--	--	--
Asian	198	193	97.47	2.53	55.44
Black or African American	57	55	96.49	3.51	14.55
Filipino	73	72	98.63	1.37	55.56
Hispanic or Latino	135	129	95.56	4.44	27.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	85	82	96.47	3.53	37.80
White	110	103	93.64	6.36	39.81
English Learners	25	23	92.00	8.00	17.39
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	216	207	95.83	4.17	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	48	85.71	14.29	4.17

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science for All Students - Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
Science (grades 5, 8, and high school)	57.57	52.27	36.18	36.00	30.29	30.73

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2023 - 2024)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1325	1177	88.83	11.17	52.17
Female	629	576	91.57	8.43	54.96
Male	696	601	86.35	13.65	49.50
American Indian or Alaska Native	--	--	--	--	--
Asian	408	380	93.14	6.86	64.21
Black or African American	120	103	85.83	14.17	30.10
Filipino	150	147	98.00	2.00	54.42
Hispanic or Latino	269	236	87.73	12.27	37.45
Native Hawaiian or Pacific Islander	19	18	94.74	5.26	50.00
Two or More Races	142	123	86.62	13.38	53.66
White	214	167	78.04	21.96	56.02
English Learners	46	37	80.43	19.57	2.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	434	365	84.10	15.90	43.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	111	89	80.18	19.82	14.77

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023 - 2024)

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. 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 CTE pathway completion rates, 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 2023 - 2024)

Measure	CTE Program Participation
Number of pupils participating in CTE	1354
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	20.40%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	72.00%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023 - 2024 Pupils Enrolled in Courses Required for UC/CSU Admission	99.51%
2022 - 2023 Graduates Who Completed All Courses Required for UC/CSU Admission	74.92%

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 2023 - 2024)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9	96%	97%	96%	97%	97%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 \(School Year 2024 - 2025\)](#)

Achieving our school's vision is a partnership between school, home, and community. Parents are encouraged to be active in their child's education through regular communication with teachers and monitoring their child's academic progress through Synergy. Franklin High School has many parent organizations and opportunities for involvement, including School Site Council, Wildcat Booster Club, English Learner Advisory Committee and Sober Grad. If interested please contact the school secretary, Angie Nelson, 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
- High school graduation rates
- Chronic Absenteeism

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

Indicator	School 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Dropout Rate	0.6%	0.3%	1.4%	4.3%	5.2%	4.7%	7.8%	8.2%	8.9%
Graduation Rate	98.3%	98.7%	98%	91.1%	88.9%	90%	87%	86.2%	86.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023 - 2024)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	643	630	98.0
Female	312	304	97.4
Male	331	326	98.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	211	208	98.6
Black or African American	61	58	95.1
Filipino	74	74	100.0
Hispanic or Latino	129	127	98.4
Native Hawaiian or Pacific Islander	12	10	83.3
Two or More Races	56	54	96.4
White	99	98	99.0
English Learners	42	42	100.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	257	252	98.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	57	50	87.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023 - 2024)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2741	2707	313	11.6%
Female	1287	1269	169	13.3%
Male	1454	1438	144	10.0%
Non-Binary	--	--	--	--%
American Indian or Alaska Native	--	--	--	--%
Asian	865	861	59	6.9%
Black or African American	280	274	48	17.5%
Filipino	296	295	24	8.1%
Hispanic or Latino	541	530	85	16.0%
Native Hawaiian or Pacific Islander	32	31	10	32.3%
Two or More Races	297	293	28	9.6%
White	425	418	57	13.6%
English Learners	143	140	27	19.3%
Foster Youth	--	--	--	--%
Homeless	27	24	6	25.0%
Socioeconomically Disadvantaged	924	906	158	17.4%
Students Receiving Migrant Education Services	--	--	--	--%
Students with Disabilities	243	236	53	22.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Suspensions	3.15%	2.50%	2.99%	4.22%	3.81%	4.04%	3.17%	3.60%	3.28%
Expulsions	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023 - 2024)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.99%	0.04%
Female	2.33%	0.00%
Male	3.58%	0.07%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.81%	0.00%
Black or African American	7.50%	0.36%
Filipino	1.01%	0.00%
Hispanic or Latino	4.62%	0.00%
Native Hawaiian or Pacific Islander	6.25%	0.00%
Two or More Races	3.03%	0.00%
White	3.53%	0.00%
English Learners	2.10%	0.00%
Foster Youth	0.00%	0.00%
Homeless	7.41%	0.00%
Socioeconomically Disadvantaged	5.19%	0.11%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.88%	0.41%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024 - 2025)

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 October 2024. 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 2021 - 2022)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	26	26	31	30
Mathematics	27	17	38	28
Science	32	1	19	20
Social Science	27	14	21	25

* 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 2022 - 2023)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	26	25	25	30
Mathematics	26	21	40	22
Science	30	3	19	20
Social Science	26	15	20	25

* 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 2023 - 2024)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	30	14	13	43
Mathematics	29	13	28	34
Science	34		10	29
Social Science	32	5	10	37

* 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.

Ratio of Pupils to Academic Counselors (School Year 2023 - 2024)

Title	Ratio
Pupils to Academic Counselors*	359.32

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

Student Support Services Staff (School Year 2023 - 2024)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.4
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	2

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022 - 2023)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$9,187	\$1,192	\$7,995	\$101,994
District	N/A	N/A	\$10,705	\$93,310
Percent Difference - School Site and District	N/A	N/A	-28.98%	8.89%
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-29.58%	7.50%

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

Types of Services Funded (Fiscal Year 2023 - 2024)

Specialized programs are staffed with eight 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. 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 (STEAM & GREEN). Special needs students participate in classroom instruction that strengthens writing, reading, and comprehension skills. New English learners study the Edge curriculum in designated ELD courses 9-12. Other English learners study the Study Sync curriculum in Integrated English 9-12 courses.

Teacher and Administrative Salaries (Fiscal Year 2022 - 2023)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,010	\$56,573
Mid-Range Teacher Salary	\$77,387	\$87,186
Highest Teacher Salary	\$112,313	\$119,665
Average Principal Salary (Elementary)	\$142,835	\$148,486
Average Principal Salary (Middle)	\$140,870	\$154,835
Average Principal Salary (High)	\$157,333	\$170,008
Superintendent Salary	\$441,092	\$338,699
Percent of Budget for Teacher Salaries	33.00%	31.41%
Percent of Budget for Administrative Salaries	4.00%	4.86%

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 2023 - 2024)

Percent of Students in AP Courses: 30.1%

Subject	Number of AP Courses Offered*
Computer Science	0
English	5
Fine and Performing Arts	1
Foreign Language	2
Mathematics	5
Science	10
Social Science	9
Total AP Courses Offered*	32

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

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 regularly 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 2024-25 school year grade level and subject matter teams have specific release days throughout the year to collaborate on common assessments, Integrated Math, Next Generation Science standards, AP/Honors vertical teaming, EL courses, as well as student placement in a variety of support/intervention programs. Staff are currently in the middle of the two-year DEI training offered for all EGUSD employees.

	2022 - 2023	2023 - 2024	2024 - 2025
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6