

## California Department of Education School Accountability Report Card

Reported Using Data from the 2021 - 2022 School Year  
Published During 2022 - 2023

**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.

## About This School

### District Contact Information (School Year 2022 - 2023)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	<a href="http://www.egusd.net">www.egusd.net</a>
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	<a href="mailto:choffman@egusd.net">choffman@egusd.net</a>

### School Contact Information (School Year 2022 - 2023)

<b>School Name</b>	Franklin High School
<b>Street</b>	6400 Whitelock Pkwy
<b>City, State, Zip</b>	Elk Grove, CA 95757
<b>Phone Number</b>	916-714-8150
<b>Principal</b>	Adam Wood
<b>E-mail Address</b>	<a href="mailto:AWood@egusd.net">AWood@egusd.net</a>
<b>Web Site</b>	<a href="http://frhs.egusd.net">http://frhs.egusd.net</a>
<b>County-District-School(CDS) Code</b>	34673143430873

### School Description and Mission Statement (School Year 2022 - 2023)

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 60 clubs, competitive athletic teams, and accomplished extra-curricular activities, students and their families are excited to be part of this comprehensive high school environment. Our academic guidance counseling and support programs 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 2021 - 2022)

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	661
Grade 10	703
Grade 11	671
Grade 12	662
Total Enrollment	2697

### Student Enrollment by Student Group (School Year 2021 - 2022)

Student Group	Percent of Total Enrollment
Female	47.70%
Male	52.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	30.80%
Black or African American	9.50%
Filipino	11.00%
Hispanic or Latino	19.40%
Native Hawaiian or Pacific Islander	1.10%
Two or More Races	10.80%
White	17.20%
English Learners	4.50%
Foster Youth	0.10%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disadvantaged	23.00%
Students with Disabilities	8.00%

## 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)	113.1	92.03%	2617.2	92.08%	228366.1	83.12%
Intern Credential Holders Properly Assigned	0	0%	22.1	0.78%	4205.9	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.9	2.37%	44.7	1.57%	11216.7	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	1.15%	54.7	1.93%	12115.8	4.41%
Unknown	5.4	4.45%	103.3	3.64%	18854.3	6.86%
<b>Total Teaching Positions</b>	<b>122.9</b>	<b>100%</b>	<b>2842.2</b>	<b>100%</b>	<b>274759.1</b>	<b>100%</b>

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)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

Authorization/Assignment	2020 - 2021 Number	2021 - 2022 Number
Permits and Waivers	0	N/A
Misassignments	2.9	N/A
Vacant Positions	0	N/A
Total Teachers Without Credentials and Misassignments	2.9	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

Indicator	2020 - 2021 Number	2021 - 2022 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.4	N/A
Local Assignment Options	0	N/A
Total Out-of-Field Teachers	1.4	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

### Class Assignments

Indicator	2020 - 2021 Number	2021 - 2022 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.3%	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.1%	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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 2022 - 2023)

Year and month in which data were collected: September 6, 2022

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b> <b>All English/Language Arts books K-12 are provided one per student.</b>			
<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>	<p>Yes</p>	<p>0</p>
<p><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:</p>	<p>K- <i>Your Turn Practice Book, Close Reading Companion</i>                      1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion</i>.                      2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion</i>.                      Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><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:</p>	<p>7th-8th - Student Edition                      Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p>9th-12th - Student Edition  <i>CA StudySync</i> by McGraw Hill, © 2017                      Adopted EGUSD 2017                      10th Honors - <i>Advanced Language &amp; Literature</i>, Bedford, Freeman &amp; Worth © 2016                      Adopted EGUSD 2018</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p>AP Courses:                      11th - <i>Language of Composition</i>, Bedford/St. Martins © 2013                      Adopted EGUSD 2015                      12th - <i>Bedford Introduction to Literature</i>, Bedford/St. Martins © 2016                      Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p>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</p>	<p>Yes</p>	<p>0</p>
<b>Mathematics</b> <b>All Math books K-12 are provided one per student.</b>			
<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>	<p>Yes</p>	<p>0</p>
<p><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:</p>	<p>K-6th - Student Edition and Practice workbook                      Adopted EGUSD 2015</p>	<p>Yes</p>	<p>0</p>

Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015	Yes	0
	8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015		
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015  <i>Statistics &amp; Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016  <i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>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 &amp; Approaches SL2</i> © 2019; <i>Mathematics Analysis &amp; Approaches HL2</i> © 2019; <i>Mathematics Applications &amp; Interpretation SL2</i> © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0
<b>Science</b>		<b>All 2-12 Science books are provided one per student.</b>	
<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
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:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
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:	6th - <i>Earth &amp; Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020	Yes	0
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:	<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 &amp; Physiology</i> © 2021,	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>McGraw Hill; <i>Visualizing Environmental Science</i>, McGraw Hill © 2017; Adopted EGUSD 2022</p> <p>AP Courses: <i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p> <p><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>	Yes	0
<p>IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>IB Courses:</p> <p><i>Higher Level Biology</i>, 2nd Ed., Pearson © 2014; <i>Standard Level Chemistry</i>, 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i>, 2nd Edition, Pearson © 2014; Adopted EGUSD 2015</p>	Yes	0
<p><b>History-Social Science</b>      <b>All 1-12 History-Social Science books are provided one per student.</b></p>			
<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><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>	Yes	0
<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 &amp; Geography</i> Adopted EGUSD 2019</p>	Yes	0
<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 &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020</p>	Yes	0
<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><i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022</p> <p>AP Courses</p> <p><i>Essentials of Comparative Politics</i>, W.W. Norton © 2015 Adopted EGUSD 2016</p> <p><i>Krugman's Economics</i> © 2015, <i>America's History</i>, © 2014, Bedford Freeman &amp; Worth, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017</p> <p><i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022</p>	Yes	0
<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</p>	<p>IB Courses:</p> <p><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</p>	Yes	0



level:	Adopted EGUSD 2018		
	<i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022		
<b>Foreign Language</b>	<b>All 7-12 World language books are provided one per student.</b>		
	<i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Adventures in Japanese 1 &amp; 2</i> , Cheng & Tsui © 2016; <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i> , EMC-Carnegie © 2017; <i>EntreCulturas 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	Yes	0
	Adopted EGUSD 2021		
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>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	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>French B Course Companion</i> , <i>Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019	Yes	0
	<i>Genki II</i> , © 2011, Japanese Times <i>Dekiru!</i> , © 2017, Cheng & Tsui Adopted EGUSD 2022		

Visual and Performing Arts		
	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes 0
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	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.	
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 2022 - 2023)

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. Parents and visitors report our campus is "beautiful" and looks clean, safe and inviting. Two Career Technical Education classrooms have been modernized and updated with new technology and equipment. District maintenance staff ensures that necessary repairs to keep the school in working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The district's governing board has adopted cleaning standards for all schools. A summary of these standards is available at the school office or in the district's Facilities Department. Our administration works with the custodial staff to develop cleaning schedules.

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

### School Facility Good Repair Status (School Year 2022 - 2023)

Year and month of the most recent FIT report : 4/21/2021

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

### Overall Facility (School Year 2022 - 2023)

Year and month of the most recent FIT report: 4/21/2021

#### Overall Rating

Exemplary	Good	Fair	Poor
X			

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

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

Construction for an updated computer lab started in the Spring of 2021 and was recently completed.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs 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 a state-administered assessment Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
English Language Arts/Literacy (grades 3-8 and 11)	N/A	70	N/A	52	N/A	47
Mathematics (grades 3-8 and 11)	N/A	53	N/A	40	N/A	33

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2021 - 2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	652	546	83.74	16.26	70.15
Female	354	293	82.77	17.23	64.85
Male	298	253	84.9	15.1	76.28
American Indian or Alaska Native	--	--	--	--	--
Asian	220	197	89.55	10.45	79.19
Black or African American	--	--	--	--	--
Filipino	76	65	85.53	14.47	70.77
Hispanic or Latino	106	88	83.02	16.98	59.09
Native Hawaiian or Pacific Islander	59	41	69.49	30.51	60.98
Two or More Races	125	100	80	20	64
White	58	47	81.03	18.97	76.6
English Learners	26	23	88.46	11.54	4.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	158	124	78.48	21.52	64.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	37	74	26	21.62

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

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

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

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 2021 - 2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	652	488	74.85	25.15	53.07
Female	354	260	73.45	26.55	53.46
Male	298	228	76.51	23.49	52.63
American Indian or Alaska Native	--	--	--	--	--
Asian	220	176	80	20	69.89
Black or African American	--	--	--	--	--
Filipino	76	59	77.63	22.37	50.85
Hispanic or Latino	106	76	71.7	28.3	38.16
Native Hawaiian or Pacific Islander	59	38	64.41	35.59	47.37
Two or More Races	125	90	72	28	42.22
White	58	43	74.14	25.86	44.19
English Learners	26	21	80.77	19.23	4.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	158	104	65.82	34.18	42.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	33	66	34	18.18

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

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

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

**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 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Science (grades 5, 8, and high school)	NT	58.71	0	34.66	28.5	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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 2021 - 2022)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1279	775	60.59	39.41	58.71
Female	667	425	63.72	36.28	56.94
Male	612	350	57.19	42.81	60.86
American Indian or Alaska Native	--	--	--	--	--
Asian	418	286	68.42	31.58	66.43
Black or African American	12	7	58.33	41.67	--
Filipino	145	91	62.76	37.24	61.54
Hispanic or Latino	230	124	53.91	46.09	41.94
Native Hawaiian or Pacific Islander	121	59	48.76	51.24	44.07
Two or More Races	224	137	61.16	38.84	57.66
White	127	69	54.33	45.67	66.67
English Learners	45	30	66.67	33.33	3.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	300	171	57	43	54.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	50	59.52	40.48	14

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

### Career Technical Education Programs (School Year 2022 - 2023)

Career Technical Education (CTE) provides opportunities for FRHS students to prepare for college, career and life. CTE offers a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around student support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Guidance and career counselors offer support focused on achieving the outcomes described in the EGUSD Graduate Profile by offering lessons on transcript review, college readiness, A-G completion, course selection, Academy applications, college admissions, postsecondary options, technology use and resources. FRHS offers the following CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA), High Quality Career Pathways (HQCP), and Explore CTE Programs. CPAs feature cohort scheduling in CTE and academic core classes, integrated projects, and work-based learning opportunities. HQCPs provide a two-to-three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. Explore CTE programs, open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. CTE programs at FRHS also allow students to meet graduation requirements and complete A-G requirements through courses that incorporate state-adopted academic standards. In 2019-20, FRHS offered two CPAs, The GREEN Academy and the STEM Academy, which represent the fields of engineering and computer programming. HQCPs at FRHS include Animation, Design Arts, and Digital Media. EGUSD's Department of College and Career Options supports FRHS's CTE programs through strategic planning, oversight, and professional development. 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 2021 - 2022)

Measure	CTE Program Participation
Number of pupils participating in CTE	1525
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.90%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

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

UC/CSU Course Measure	Percent
2021 - 2022 Pupils Enrolled in Courses Required for UC/CSU Admission	98.92%
2020 - 2021 Graduates Who Completed All Courses Required for UC/CSU Admission	67.62%



**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 2021 - 2022)**

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	73%	73%	73%	72%	70%

Note: Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas.

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

## 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 \(School Year 2022 - 2023\)](#)

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, Sandra Dinwiddie, at 916-714-8150.

## State Priority: Pupil Engagement

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

- High school dropout rates
- High school graduation rates
- Chronic Absenteeism

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

Indicator	School 2019 - 2020	School 2020 - 2021	School 2021 - 2022	District 2019 - 2020	District 2020 - 2021	District 2021 - 2022	State 2019 - 2020	State 2020 - 2021	State 2021 - 2022
Dropout Rate	0.8%	0.4%	0.6%	3.7%	5.3%	4.3%	8.9%	9.4%	7.8%
Graduation Rate	98%	97.1%	98.3%	91.5%	88.2%	91.1%	84.2%	83.6%	87%

### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2021 - 2022)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	641	630	98.3
Female	318	315	99.1
Male	323	315	97.5
Non-Binary	0	0	0
American Indian or Alaska Native	--	--	--
Asian	199	198	99.5
Black or African American	67	64	95.5
Filipino	72	69	95.8
Hispanic or Latino	124	124	100
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	72	70	97.2
White	100	99	99
English Learners	40	39	97.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	276	268	97.1
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	44	39	88.6

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>.

Chronic Absenteeism by Student Group (School Year 2021 - 2022)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2761	2723	365	13.4
Female	1318	1300	172	13.2
Male	1443	1423	193	13.6
American Indian or Alaska Native	6	6	1	16.7
Asian	841	835	54	6.5
Black or African American	273	260	52	20
Filipino	303	302	26	8.6
Hispanic or Latino	538	531	103	19.4
Native Hawaiian or Pacific Islander	30	30	12	40
Two or More Races	299	293	42	14.3
White	471	466	75	16.1
English Learners	148	147	24	16.3
Foster Youth	9	7	5	71.4
Homeless	20	19	7	36.8
Socioeconomically Disadvantaged	704	688	133	19.3
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	239	229	64	27.9

**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**

(data collected between July through June, each full school year respectively)

Rate	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Suspensions	0.03%	3.15%	0.12%	4.22%	0.20%	3.17%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Suspensions and Expulsions for School Year 2019 - 2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019 - 2020	District 2019 - 2020	State 2019 - 2020
Suspensions	6.97%	4.02%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

**Suspensions and Expulsions by Student Group (School Year 2021 - 2022)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.15%	0.00%
Female	1.29%	0.00%
Male	4.85%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.19%	0.00%
Black or African American	10.26%	0.00%
Filipino	2.64%	0.00%
Hispanic or Latino	2.79%	0.00%
Native Hawaiian or Pacific Islander	10.00%	0.00%
Two or More Races	2.34%	0.00%
White	3.40%	0.00%
English Learners	4.05%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.00%	0.00%
Socioeconomically Disadvantaged	4.83%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.79%	0.00%

### [School Safety Plan \(School Year 2022 - 2023\)](#)

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 January 2022. 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 2019 - 2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	29	22	19	41
Mathematics	29	11	34	34
Science	34		15	25
Social Science	30	9	13	31

\* 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 2020 - 2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	29	22	14	48
Mathematics	28	16	42	28
Science	33	2	10	28
Social Science	31	7	17	32

\* 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 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.

### Ratio of Pupils to Academic Counselors (School Year 2021 - 2022)

Title	Ratio
Pupils to Academic Counselors*	364.46

\*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 2021 - 2022)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.4
Library Media Teacher (Librarian)	1
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.2

\* 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020 - 2021)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,038	\$721	\$6,317	\$78,624
District	N/A	N/A	\$8,175	\$80,979
Percent Difference - School Site and District	N/A	N/A	-25.64%	-2.95%
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-4.29%	-8.22%

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

### Types of Services Funded (Fiscal Year 2022 - 2023)

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 2020 - 2021)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$51,081
Mid-Range Teacher Salary	\$67,621	\$77,514
Highest Teacher Salary	\$98,138	\$105,764
Average Principal Salary (Elementary)	\$124,860	\$133,421
Average Principal Salary (Middle)	\$123,139	\$138,594
Average Principal Salary (High)	\$131,537	\$153,392
Superintendent Salary	\$363,331	\$298,377
Percent of Budget for Teacher Salaries	34.56%	31.60%
Percent of Budget for Administrative Salaries	3.74%	4.97%

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 2021 - 2022)

Percent of Students in AP Courses: 25.3%

Subject	Number of AP Courses Offered*
Computer Science	2
English	4
Fine and Performing Arts	3
Foreign Language	1
Mathematics	5
Science	8
Social Science	8
Total AP Courses Offered*	31

\*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 2021-22 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.

	2020 - 2021	2021 - 2022	2022 - 2023
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6