

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2020 - 2021 School Year**  
Published During 2021 - 2022

**For: Florin High School**

**Address:** 7956 Cottonwood Ln, Sacramento, CA 95828  
**Principal:** Rudy Ortega Jr

**Phone:** 916-689-8600  
**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 2021 - 2022)

<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 2021 - 2022)

<b>School Name</b>	Florin High School
<b>Street</b>	7956 Cottonwood Ln
<b>City, State, Zip</b>	Sacramento, CA 95828
<b>Phone Number</b>	916-689-8600
<b>Principal</b>	Rudy Ortega Jr
<b>E-mail Address</b>	<a href="mailto:Rortegaj@egusd.net">Rortegaj@egusd.net</a>
<b>Web Site</b>	<a href="http://fhs.egusd.net">http://fhs.egusd.net</a>
<b>County-District-School(CDS) Code</b>	34673143430477

### School Description and Mission Statement (School Year 2021 - 2022)

<p>Florin High School, Fearless in our Pursuit!</p> <p>We believe our ultimate pursuit is to prepare students for college, career and life opportunities by creating a positive “transformational experience” at Florin High School.</p> <p>The foundation of our experience begins with connecting students to a program, teacher or extracurricular activity. During their Freshman year, students are exposed to all that Florin High School has to offer which includes three Academies: LAW, IT (Information Technology) and Ag Tech, combined with pathways that include Ag, Audio Technology, Automotive, Culinary and Engineering, as well as AVID and English Learner programs. In addition, our athletic department is building a championship sports program that trains and prepares our students for competition, while teaching life-long skills. These connections create a family-like atmosphere that is the foundation for the learning that will take place.</p> <p>The experience continues in the classroom, where we aim to create a caring environment, as we see each student for who they are, the positive attributes they possess and believe each of our students will be successful. Simultaneously, we have the highest expectations for our students, where we insist on academic excellence, while providing a variety of supports which allow students to meet expectations.</p> <p>This framework allows our students to fearlessly pursue their hopes and dreams while at Florin High School and prepares them for the next step in their life.</p> <p>Rudy Ortega Principal Florin High School</p>
--

Student Enrollment by Grade Level (School Year 2020 - 2021)

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	450
Grade 10	477
Grade 11	406
Grade 12	394
<b>Total Enrollment</b>	<b>1727</b>

Student Enrollment by Student Group (School Year 2020 - 2021)

Student Group	Percent of Total Enrollment
Female	47.00%
Male	53.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	35.10%
Black or African American	11.20%
Filipino	3.00%
Hispanic or Latino	38.50%
Native Hawaiian or Pacific Islander	3.30%
Two or More Races	3.20%
White	5.40%
English Learners	25.80%
Foster Youth	0.50%
Homeless	1.00%
Migrant	0.50%
Socioeconomically Disadvantaged	93.80%
Students with Disabilities	15.40%

## 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 2019 - 2020)

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)	80.4	91.9%	2617.2	92.1%	228366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	1.1%	22.1	0.8%	4205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.2	2.6%	44.7	1.6%	11216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.3	2.7%	54.7	1.9%	12115.8	4.4%
Unknown	1.5	1.7%	103.3	3.6%	18854.3	6.9%
<b>Total Teaching Positions</b>	<b>87.5</b>	<b>100.0%</b>	<b>2842.2</b>	<b>100.0%</b>	<b>274759.1</b>	<b>100.0%</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.

#### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019 - 2020)

Authorization/Assignment	Number
Permits and Waivers	0.9
Misassignments	1.2
Vacant Positions	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.2</b>

#### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019 - 2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	2.3
Local Assignment Options	0.0
<b>Total Out-of-Field Teachers</b>	<b>2.3</b>

#### Class Assignments (School Year 2019 - 2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

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 2021 - 2022)

Year and month in which data were collected: September 7, 2021

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion.</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion.</i> Adopted EGUSD 2016	Yes	0
CA <i>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 &amp; Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2013 Adopted EGUSD 2015  12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , 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
<b>Mathematics</b>	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
CA <i>GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-8. 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  8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th 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	Yes	0

	Calculus 11th edition, Cengage © 2018 Adopted EGUSD 2018		
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>	All 2-12 Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
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>Astronomy Today</i> , Prentice Hall © 2002; Adopted EGUSD 2002  <i>Criminalistics</i> , Prentice Hall © 2004, <i>Environmental Science</i> , McGraw Hill © 2005; <i>Fundamentals of Anatomy &amp; Physiology</i> © 2006, Prentice Hall; <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	Yes	0
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:	AP Courses: <i>Biology by Campbell</i> , Pearson © 2011; Adopted EGUSD 2012  <i>Chemistry: A Molecular Approach</i> , Pearson © 2014; Adopted EGUSD 2013  <i>College Physics, 9th Ed.</i> , Cengage © 2012 Adopted EGUSD 2014	Yes	0
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:	IB Courses:  <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	Yes	0
<b>History-Social Science</b>	All 1-12 History-Social Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<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:	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	Yes	0
<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:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History &amp; Geography</i> Adopted EGUSD 2019	Yes	0

Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World Geography and Cultures</i> © 2008, Glencoe © 2008 Adopted EGUSD 2008  <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	Yes	0
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses  <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015 Adopted EGUSD 2016  <i>Krugman's Economics</i> © 2015, <i>America's History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017  <i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0
	Supplemental for English Learners <i>World Geography &amp; Cultures</i> © 2002, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008	Yes	0
<b>Foreign Language</b>	All 7-12 World language books are provided one per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017  <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  Adopted EGUSD 2021	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>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>Adventures in Japanese III</i> , Cheng & Tsui © 1998; Adopted EGUSD 2000  <i>Yokoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007  <i>French B Course Companion, Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019	Yes	0
<b>Visual and Performing Arts</b>			
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: <i>Alfred's 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

<p>AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.</p>	<p>AP Courses:  <i>Gardner's Art Through the Ages</i>, Thomson/Wadsworth © 2005;            Adopted EGUSD 2005</p> <p><i>Musician's Guide to Theory and Analysis</i>, WW Norton © 2006;            Adopted EGUSD 2018</p>	<p>Yes</p>	<p>0</p>
<p><b>Health</b></p>	<p>All 9-12 Health books are provided one per student.</p>		
<p>All high school textbooks are from the most recent adoption of the local governing Board of Education.</p>	<p><i>Glencoe Health</i>, McGraw Hill © 2022            Adopted EGUSD 2021</p>	<p>Yes</p>	<p>0</p>
<p><b>Science Laboratory Equipment (grades 9-12)</b></p>	<p>All 9-12 students utilizing a lab have access to appropriate equipment.</p>		



### School Facility Conditions and Planned Improvements (School Year 2021 - 2022)

The main campus was built in 1989. Florin has 80 classrooms, a multipurpose room, a library, and counseling center, main gym, auxiliary gym, and administration building. In addition, the school has two baseball fields, two softball fields, a soccer field, tennis courts, an all-weather track and a synthetic practice football field. There is also a black box theater. Seventeen portable classrooms were added to the campus in 1992 to accommodate the growth of the campus and are still on campus today.

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 2021 - 2022)

Year and month of the most recent FIT report : 5/15/2021

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 2021 - 2022)

Year and month of the most recent FIT report: 5/15/2021

#### Overall Rating

Exemplary	Good	Fair	Poor
x			

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system, enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. 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.

Florin High School's modernization projects have been made possible by the passage of a recent bond initiative. A new all-weather track and field are completed, the school has been repainted, and all roofs and HVAC systems have been replaced. In addition, all student furniture has been replaced and bathrooms and hardscape have been renovated to meet ADA requirements and ensure paths of travel. In addition, there are three brand new buildings being built to support our first class CTE programs. The new buildings will support our Agriculture Academy, Culinary Pathway and Engineering Pathway, with all three set to open for the 2022-2023 school year.

## 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).

- **SARC Reporting in the 2020 - 2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **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 2019 - 2020	School 2020 - 2021	District 2019 - 2020	District 2020 - 2021	State 2019 - 2020	State 2020 - 2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	384	249	64.84	35.16	46.37
<b>Female</b>	186	144	77.42	22.58	49.65
<b>Male</b>	198	105	53.03	46.97	41.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	143	114	79.72	20.28	56.14
<b>Black or African American</b>	39	20	51.28	48.72	35.00
<b>Filipino</b>	16	10	62.50	37.50	--
<b>Hispanic or Latino</b>	138	77	55.80	44.20	32.89
<b>Native Hawaiian or Pacific Islander</b>	14	8	57.14	42.86	--
<b>Two or More Races</b>	11	5	45.45	54.55	--
<b>White</b>	22	15	68.18	31.82	53.33
<b>English Learners</b>	85	41	48.24	51.76	4.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	163	97	59.51	40.49	40.21
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	71	26	36.62	63.38	11.54

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

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 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	383	245	63.97	36.03	26.97
<b>Female</b>	186	134	72.04	27.96	29.01
<b>Male</b>	197	111	56.35	43.65	24.55
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	143	106	74.13	25.87	35.85
<b>Black or African American</b>	38	17	44.74	55.26	18.75
<b>Filipino</b>	16	10	62.50	37.50	--
<b>Hispanic or Latino</b>	138	83	60.14	39.86	17.28
<b>Native Hawaiian or Pacific Islander</b>	14	7	50.00	50.00	--
<b>Two or More Races</b>	11	6	54.55	45.45	--
<b>White</b>	22	16	72.73	27.27	31.25
<b>English Learners</b>	85	40	47.06	52.94	10.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	162	97	59.88	40.12	25.26
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	71	28	39.44	60.56	3.57

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Local Assessment Test Results in ELA by Student Group  
 Assessment Name(s): N/A  
 Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level *
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Test Results in Mathematics by Student Group  
 Assessment Name(s): N/A  
 Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

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 2019 - 2020	School 2020 - 2021	District 2019 - 2020	District 2020 - 2021	State 2019 - 2020	State 2020 - 2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	0%	N/A	28.72%

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group  
 Grades Five, Eight, and High School  
 (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	748	NT	NT	NT	NT
Female	373	NT	NT	NT	NT
Male	375	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	290	NT	NT	NT	NT
Black or African American	72	NT	NT	NT	NT
Filipino	28	NT	NT	NT	NT
Hispanic or Latino	271	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	28	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
White	41	NT	NT	NT	NT
English Learners	165	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	329	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	117	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

[Career Technical Education Programs \(School Year 2021 - 2022\)](#)

Career Technical Education (CTE) provides opportunities for FHS students to prepare for college, career and life through a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around 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 through lessons on transcript review, college readiness, A-G completion, course selection, Academy applications, college admissions, postsecondary options, technology use and accessing resources. FHS 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 FHS also allow students to meet graduation and A-G requirements. In 2019-20, FHS offered three CPAs, the Ag Tech Academy, LAW Academy (CPA), and Tech Careers Academy. HQCPs included Automotive Technology, Culinary Arts, Project Lead the Way Engineering, and Audio/Music Production. Students gained recognition in local, regional, state, and national competitions including the California State Fair, National FFA Convention, and robotics events. 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, and other means. Our CTE programs are evaluated through multiple measures: the number of students completing a CTE pathway, graduation rates, A-G completion rates, GPA, and attendance. Our CTE teams complete a rigorous self-reflection process, followed by district certification. The district collects data regarding continued education and employment from students one year after graduation as part of the Carl D. Perkins reporting process.

[Career Technical Education Participation \(School Year 2020 - 2021\)](#)

Measure	CTE Program Participation
Number of pupils participating in CTE	1294
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	77.80%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	21.10%

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

UC/CSU Course Measure	Percent
2020 - 2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.68%
2019 - 2020 Graduates Who Completed All Courses Required for UC/CSU Admission	45.42%



## 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 2020 - 2021)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

## 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 \(School Year 2021 - 2022\)](#)

Student success requires all stakeholders to be engaged in the process. As a result, we need ALL parents/guardians to register for Synergy/ParentVUE for information on students' academic progress and attendance. Parents are also welcome to visit classrooms, to attend arts and athletic events, and to attend Open House, Back-to-School Night and Awards Nights. Please do not hesitate to contact Principal Rudy Ortega at 916-689-8600 or [rortegaj@egusd.net](mailto:rortegaj@egusd.net) or visit the Florin website at [fhs.egusd.net](http://fhs.egusd.net) for more information.

## 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 2018 - 2019	School 2019 - 2020	School 2020 - 2021	District 2018 - 2019	District 2019 - 2020	District 2020 - 2021	State 2018 - 2019	State 2019 - 2020	State 2020 - 2021
Dropout Rate	7.5%	5.8%	9.9%	4.1%	3.7%	5.3%	9.0%	8.9%	9.4%
Graduation Rate	91.2%	93.0%	83.0%	89.3%	91.5%	88.2%	84.5%	84.2%	83.6%

### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020 - 2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	382	317	83.0
Female	189	157	83.1
Male	193	160	82.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	149	136	91.3
Black or African American	36	23	63.9
Filipino	13	11	84.6
Hispanic or Latino	142	114	80.3
Native Hawaiian or Pacific Islander	14	12	85.7
Two or More Races	--	--	--
White	21	17	81.0
English Learners	107	82	76.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	366	303	82.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	55	32	58.2

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 2020 - 2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1785	1765	384	21.8
Female	841	832	155	18.6
Male	944	933	229	24.5
American Indian or Alaska Native	4	4	0	0.0
Asian	618	614	85	13.8
Black or African American	205	201	66	32.8
Filipino	51	51	11	21.6
Hispanic or Latino	691	683	173	25.3
Native Hawaiian or Pacific Islander	58	57	15	26.3
Two or More Races	57	56	13	23.2
White	101	99	21	21.2
English Learners	467	463	129	27.9
Foster Youth	14	13	3	23.1
Homeless	29	29	14	48.3
Socioeconomically Disadvantaged	1668	1653	370	22.4
Students Receiving Migrant Education Services	8	8	1	12.5
Students with Disabilities	282	280	90	32.1

## 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 2018 - 2019	School 2020 - 2021	District 2018 - 2019	District 2020 - 2021	State 2018 - 2019	State 2020 - 2021
Suspensions	7.33%	0.06%	5.06%	0.12%	3.47%	0.20%
Expulsions	0.24%	0.0%	0.05%	0.00%	0.08%	0.00%

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	6.03%	4.02%	2.45%
Expulsions	0.11%	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 2020 - 2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.06%	0.00%
Female	0.00%	0.00%
Male	0.11%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.16%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.06%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

### School Safety Plan (School Year 2021 - 2022)

Our staff reviewed our School Safety Plan in October of 2021. The plan outlines how visitors sign in when entering our campus and wear identification, while our campus supervisors ensure our school is safe before, during and after school. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. In addition, each classroom, office and student space has an Emergency Guidelines Flipchart for quick reference. Random, periodic school safety inspections are conducted by the County of Sacramento, and security staff monitors all after school events. The District's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

## 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 2018 - 2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	22	31	35	11
Mathematics	26	20	27	14
Science	28	11	16	18
Social Science	22	28	30	18

\* 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 2019 - 2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	24	30	35	13
Mathematics	26	19	31	16
Science	30	9	9	24
Social Science	23	25	27	24

\* 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	8	15	14
Mathematics	25	11	21	4
Science	30	4	9	10
Social Science	24	14	12	17

\* 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 \(School Year 2020 - 2021\)](#)

Title	Ratio
<b>Pupils to Academic Counselors*</b>	431.8

\*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 \(School Year 2020 - 2021\)](#)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	4
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	3.2

\* 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 \(Fiscal Year 2019 - 2020\)](#)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$9,891	\$2,193	\$7,698	\$79,075
<b>District</b>	N/A	N/A	\$7,183	\$81,393
<b>Percent Difference - School Site and District</b>	N/A	N/A	6.92%	-2.89%
<b>State</b>	N/A	N/A	\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	-9.24%	-6.83%

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

[Types of Services Funded \(Fiscal Year 2021 - 2022\)](#)

Our richly diverse student population benefits from the variety of offerings at Florin High School. Florin's Honors/AP program is open to all students who have the willingness to do the difficult work required in Honors and AP classes. Classes are available in world languages, science, English, math, social science, art and music. These students can be supported by our AVID and/or Scholars classes as they rise to meet these challenges. Our English Learner Program supports students with a broad range of English language skills, from newcomers who may know no or limited English to Long Term English Learner students, who are on a path to re-designation as fluent English speakers. The ASSETs program is designed to support students by providing academic interventions, such as Math and English tutoring, and enrichment activities, such as physical wellness programs and cooking demonstrations, to all of our students at Florin High School.

### Teacher and Administrative Salaries (Fiscal Year 2019 - 2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$50,897
Mid-Range Teacher Salary	\$67,621	\$78,461
Highest Teacher Salary	\$98,138	\$104,322
Average Principal Salary (Elementary)	\$125,579	\$131,863
Average Principal Salary (Middle)	\$122,900	\$137,086
Average Principal Salary (High)	\$133,715	\$151,143
Superintendent Salary	\$363,331	\$297,037
Percent of Budget for Teacher Salaries	35.00%	32.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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

### Advanced Placement (AP) Courses (School Year 2020 - 2021)

Percent of Students in AP Courses: 15.2%

Subject	Number of AP Courses Offered*
Computer Science	1
English	1
Fine and Performing Arts	1
Foreign Language	0
Mathematics	3
Science	4
Social Science	4
<b>Total AP Courses Offered*</b>	<b>14</b>

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

### Professional Development

The Elk Grove Unified School District and Florin High School recognize adults as lifelong learners and provide ample opportunity for professional growth. Support staff are provided formal and informal opportunities to develop their skills. Teachers and Counselors are trained on current trends in education so that our students are prepared for their post-secondary studies. On Wednesday mornings, half of the teachers are available to support students, while the other half meet in Curriculum Teams to examine data and student work and learn from each other. As in any profession, we are stronger when we collaborate. Teachers also have professional learning release days available so that they can meet in content area teams to develop lessons or more deeply examine student work. New teachers are supported by the District's Induction program and are assigned Consulting Teachers who support them through their first two years in the classroom. We believe professional development is the backbone for continuous improvement and work to ensure the best for our staff.

	2019 - 2020	2020 - 2021	2021 - 2022
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	1	3



## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020-2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020-2021 school year and the 2020-2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020-2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### LEA-Level 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 2020 - 2021)

LEAwide	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	384	249	64.84	35.16	46.37
Female	186	144	77.42	22.58	49.65
Male	198	105	53.03	46.97	41.90
American Indian or Alaska Native	--	--	--	--	--
Asian	143	114	79.72	20.28	56.14
Black or African American	39	20	51.28	48.72	35.00
Filipino	16	10	62.50	37.50	--
Hispanic or Latino	138	77	55.80	44.20	32.89
Native Hawaiian or Pacific Islander	14	8	57.14	42.86	--
Two or More Races	11	5	45.45	54.55	--
White	22	15	68.18	31.82	53.33
English Learners	85	41	48.24	51.76	4.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	97	59.51	40.49	40.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	26	36.62	63.38	11.54

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

LEA-Level 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 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	383	245	63.97	36.03	26.97
Female	186	134	72.04	27.96	29.01
Male	197	111	56.35	43.65	24.55
American Indian or Alaska Native	--	--	--	--	--
Asian	143	106	74.13	25.87	35.85
Black or African American	38	17	44.74	55.26	18.75
Filipino	16	10	62.50	37.50	--
Hispanic or Latino	138	83	60.14	39.86	17.28
Native Hawaiian or Pacific Islander	14	7	50.00	50.00	--
Two or More Races	11	6	54.55	45.45	--
White	22	16	72.73	27.27	31.25
English Learners	85	40	47.06	52.94	10.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	97	59.88	40.12	25.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	28	39.44	60.56	3.57

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

LEA-Level Local Assessment Test Results in ELA by Student Group  
 Assessment Name(s): N/A  
 Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level *
LEAwide	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

LEA-Level Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.