

California Department of Education School Accountability Report Card

Reported Using Data from the 2022 - 2023 School Year
Published During 2023 - 2024

For: Florin High School

Address: 7956 Cottonwood Ln, Sacramento, CA 95828
Principal: Gabrielle Bajar

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 2023 - 2024)

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

School Contact Information (School Year 2023 - 2024)

School Name	Florin High School
Street	7956 Cottonwood Ln
City, State, Zip	Sacramento, CA 95828
Phone Number	916-689-8600
Principal	Gabrielle Bajar
E-mail Address	GBajar@egusd.net
Web Site	http://fhs.egusd.net
County-District-School(CDS) Code	34673143430477

School Description and Mission Statement (School Year 2023 - 2024)

Hello FHS Families,
We are Florin High School – Fearless in our Pursuit!

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. The foundation of our experience begins with connecting students - to programs, supportive adults, extracurricular activities, and so much more! During their freshman year, students are exposed to all that Florin High School has to offer, beginning with the Freshman Year Experience. Students will become familiar with our programs, including:

- * Academies & Pathways
 - Aerospace Engineering Pathway
 - Agriculture Tech Academy
 - Audio & Music Productions Academy
 - Automotive Technology Pathway
 - Culinary Arts & Hospitality Academy
 - Law and the World Academy
- * AVID Program
- * English Learner Program
- * College Prep, Honors & AP Programs
- * Visual & Performing Arts

In addition, our athletic department is building a championship sports program that trains and prepares our students for competition, while teaching lifelong skills. These connections create a family-like atmosphere that is the foundation for the learning that will take place. 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.

Speaking of our students, they're what makes Florin High School a truly special place. With nearly 1,700 students, speaking 28 different languages and coming from countries all over the world, we come together and share each other's strengths knowing we will be better for it. Meanwhile, our staff pledges to use these strengths as we guide and develop each of our students' academic and social capacities to build the skills needed to be successful once they graduate.

If you are looking for a school that creates a safe and spirited culture, a school that values diverse perspectives and one that embraces family & community involvement, you have found it at FHS.

In partnership,
Brie Bajar
Principal

Student Enrollment by Grade Level (School Year 2022 - 2023)

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	494
Grade 10	433
Grade 11	364
Grade 12	385
Total Enrollment	1676

Student Enrollment by Student Group (School Year 2022 - 2023)

Student Group	Percent of Total Enrollment
Female	46.80%
Male	53.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	35.30%
Black or African American	9.20%
Filipino	2.20%
Hispanic or Latino	40.30%
Native Hawaiian or Pacific Islander	3.50%
Two or More Races	4.20%
White	5.00%
English Learners	26.00%
Foster Youth	0.40%
Homeless	2.20%
Migrant	0.70%
Socioeconomically Disadvantaged	69.00%
Students with Disabilities	14.50%

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)	80.40	91.88%	2617.20	92.08%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	1.14%	22.10	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.20	2.59%	44.70	1.57%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	2.66%	54.70	1.93%	12115.80	4.41%
Unknown/Incomplete/NA	1.50	1.71%	103.30	3.64%	18854.30	6.86%
Total Teaching Positions	87.50	100.00%	2842.20	100.00%	274759.10	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.00	87.39%	2737.20	90.11%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.60	1.81%	24.80	0.82%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	1.27%	42.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	72.10	2.37%	11953.10	4.28%
Unknown/Incomplete/NA	8.70	9.51%	161.10	5.30%	15831.90	5.67%
Total Teaching Positions	91.50	100.00%	3037.40	100.00%	279044.80	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020 - 2021 Number	2021 - 2022 Number
Permits and Waivers	0.90	0.00
Misassignments	1.20	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.20	1.10

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	2.30	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	2.30	0.00

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)	1.50%	1.30%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.30%	0.00%

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 2023 - 2024)

Year and month in which data were collected: September 5, 2023

Subject	Textbooks and Instructional Materials Year of Adoption (Translation of textbook names available on request)	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book</i> Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition Adopted EGUSD 2017	Yes	0
English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - <i>Advanced Language & Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2023 Adopted EGUSD 2023 12th - <i>Literature & Composition</i> , Bedford/St. Martins © 2022 Adopted EGUSD 2022	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
Mathematics	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Envision Math</i> , © 2020, © 2021 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2023	Yes	0
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	Yes	0

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 & 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 & Approaches SL2</i> © 2019; <i>Mathematics Analysis & Approaches HL2</i> © 2019; <i>Mathematics Applications & Interpretation SL2</i> © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0
Science		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 & 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 & Physiology</i> © 2021, McGraw Hill; <i>Visualizing Environmental Science</i> , McGraw Hill © 2017; Adopted EGUSD 2022	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>College Physics, 9th Ed., Cengage</i> © 2012 Adopted EGUSD 2014		
	<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	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
History-Social Science		All 1-12 History-Social Science books are provided one per student.	
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<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
	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & 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 History Culture & Geography: The Modern World</i> © 2019, <i>United States History & Geography, Continuity & Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020	Yes	0
	<i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022		
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>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022		
	<i>Give Me Liberty!</i> © 2020, W.W. Norton; <i>Ways of the World</i> © 2023, <i>American Government</i> © 2021, <i>Comparative Government</i> © 2023, <i>Krugman's Economics</i> © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023	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
	<i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022		

Foreign Language	All 7-12 World language books are provided one per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<p><i>Adventures in Japanese 1 & 2</i>, Cheng & Tsui © 2016; <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCultures 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021 Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p>	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.	<p>AP Courses: <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, Wayside © 2012 Adopted EGUSD 2021</p>	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.	<p>IB Courses: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press Adopted EGUSD 2019</p> <p><i>Dekiru!</i>, © 2017, Cheng & Tsui Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p>	Yes	0

Visual and Performing Arts		
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes 0
	9-12th: <i>Alfred's 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 2023 - 2024)

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. Three new buildings were completed in the summer of 2022, housing our Agriculture, Culinary and Engineering programs. In addition, the school has two baseball fields, two softball fields, a soccer field, tennis courts, an all-weather track, a synthetic field, and 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

Year and month of the most recent FIT report : 5/15/2023

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

Overall Facility

Year and month of the most recent FIT report: 5/15/2023

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. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary.

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

Florin High School's modernization projects have been made possible by the passage of recent bond initiatives. 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. Our most recent renovations include the staff, student, & visitor parking lots and a brand new multipurpose floor in the dance room.

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 Assessment [CAA] 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 CAA. 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing state-administered assessments Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2021 - 2022	School 2022 - 2023	District 2021 - 2022	District 2022 - 2023	State 2021 - 2022	State 2022 - 2023
English Language Arts/Literacy (grades 3-8 and 11)	39%	41%	52%	51%	47%	46%
Mathematics (grades 3-8 and 11)	14%	17%	40%	40%	33%	34%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven
(School Year 2022 - 2023)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	337	323	95.85	4.15	41.43
Female	159	152	95.60	4.40	44.37
Male	178	171	96.07	3.93	38.82
American Indian or Alaska Native	0	0	0	0	0
Asian	135	131	97.04	2.96	51.16
Black or African American	30	27	90.00	10.00	29.63
Filipino	--	--	--	--	--
Hispanic or Latino	131	127	96.95	3.05	33.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	45.00
English Learners	80	76	95.00	5.00	8.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	227	217	95.59	4.41	38.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	42	89.36	10.64	11.90

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven
(School Year 2022 - 2023)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	337	326	96.74	3.26	17.18
Female	159	154	96.86	3.14	13.64
Male	178	172	96.63	3.37	20.35
American Indian or Alaska Native	0	0	0	0	0
Asian	135	133	98.52	1.48	26.32
Black or African American	30	27	90.00	10.00	14.81
Filipino	--	--	--	--	--
Hispanic or Latino	131	127	96.95	3.05	8.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	15.00
English Learners	80	77	96.25	3.75	3.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	227	219	96.48	3.52	18.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	43	91.49	8.51	2.33

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

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

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

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

Subject	School 2021 - 2022	School 2022 - 2023	District 2021 - 2022	District 2022 - 2023	State 2021 - 2022	State 2022 - 2023
Science (grades 5, 8, and high school)	17.24	19.09	34.66	36.18	29.47	30.29

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2022 - 2023)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	713	688	96.49	3.51	19.07
Female	338	330	97.63	2.37	15.76
Male	375	358	95.47	4.53	22.13
American Indian or Alaska Native	0	0	0	0	0
Asian	280	272	97.14	2.86	26.84
Black or African American	65	63	96.92	3.08	6.35
Filipino	17	16	94.12	5.88	25.00
Hispanic or Latino	271	259	95.57	4.43	12.79
Native Hawaiian or Pacific Islander	20	18	90.00	10.00	0.00
Two or More Races	28	28	100.00	0.00	32.14
White	32	32	100.00	0.00	25.00
English Learners	167	155	92.81	7.19	0.65
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	15.79
Military	--	--	--	--	--
Socioeconomically Disadvantaged	489	476	97.34	2.66	17.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	99	87	87.88	12.12	2.33

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

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

Career Technical Education (CTE) provides opportunities for 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. District 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 CTE programs that promote leadership, development of job-related skills, work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA) and High Quality Career Pathways (HQCP). 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. 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. FHS offers four CPAs, the Ag Tech Academy, Audio Music Production Academy, Culinary Arts & Hospitality Academy, and Law & the World Academy. HQCPs include Ag Animal Science, Ag Floral, Ag Mechanics, Automotive Technology, and Aerospace Engineering. 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 2022 - 2023)

Measure	CTE Program Participation
Number of pupils participating in CTE	1396
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.80%
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
2022 - 2023 Pupils Enrolled in Courses Required for UC/CSU Admission	97.73%
2021 - 2022 Graduates Who Completed All Courses Required for UC/CSU Admission	51.58%

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

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	94%	93%	86%	91%	89%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

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

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

[Opportunities for Parental Involvement \(School Year 2023 - 2024\)](#)

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 Brie Bajar at 916-689-8600 or visit the Florin High School website at 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 2020 - 2021	School 2021 - 2022	School 2022 - 2023	District 2020 - 2021	District 2021 - 2022	District 2022 - 2023	State 2020 - 2021	State 2021 - 2022	State 2022 - 2023
Dropout Rate	9.9%	8.9%	11.1%	5.3%	4.3%	5.2%	9.4%	7.8%	8.2%
Graduation Rate	83%	89.1%	84.6%	88.2%	91.1%	88.9%	83.6%	87%	86.2%

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

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022 - 2023)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	371	314	84.6
Female	176	155	88.1
Male	195	159	81.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	138	126	91.3
Black or African American	34	27	79.4
Filipino	--	--	--
Hispanic or Latino	145	114	78.6
Native Hawaiian or Pacific Islander	15	9	60.0
Two or More Races	18	18	100.0
White	11	10	90.9
English Learners	114	81	71.1
Foster Youth	--	--	--
Homeless	24	14	58.3
Socioeconomically Disadvantaged	349	298	85.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	52	37	71.2

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>.

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

Chronic Absenteeism by Student Group (School Year 2022 - 2023)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1841	1765	532	30.1%
Female	866	829	268	32.3%
Male	975	936	264	28.2%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	6	6	1	16.7%
Asian	619	604	98	16.2%
Black or African American	202	180	78	43.3%
Filipino	40	39	12	30.8%
Hispanic or Latino	747	722	256	35.5%
Native Hawaiian or Pacific Islander	60	56	31	55.4%
Two or More Races	75	71	28	39.4%
White	92	87	28	32.2%
English Learners	521	494	155	31.4%
Foster Youth	11	10	5	50.0%
Homeless	65	61	43	70.5%
Socioeconomically Disadvantaged	1313	1255	426	33.9%
Students Receiving Migrant Education Services	14	13	7	53.8%
Students with Disabilities	285	267	90	33.7%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020 - 2021	School 2021 - 2022	School 2022 - 2023	District 2020 - 2021	District 2021 - 2022	District 2022 - 2023	State 2020 - 2021	State 2021 - 2022	State 2022 - 2023
Suspensions	0.06%	8.80%	8.58%	0.12%	4.22%	3.81%	0.20%	3.17%	3.60%
Expulsions	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

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

Suspensions and Expulsions by Student Group (School Year 2022 - 2023)

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.58%	0.05%
Female	5.54%	0.00%
Male	11.28%	0.10%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.42%	0.00%
Black or African American	18.81%	0.00%
Filipino	20.00%	0.00%
Hispanic or Latino	9.10%	0.13%
Native Hawaiian or Pacific Islander	6.67%	0.00%
Two or More Races	18.67%	0.00%
White	9.78%	0.00%
English Learners	9.98%	0.00%
Foster Youth	36.36%	0.00%
Homeless	23.08%	0.00%
Socioeconomically Disadvantaged	9.22%	0.08%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	13.33%	0.00%

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

School Safety Plan (School Year 2023 - 2024)

Our staff reviews our School Safety Plan in each winter. 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 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.

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	25	19	47	8
Mathematics	24	20	38	8
Science	28	7	32	6
Social Science	23	30	35	28

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022 - 2023)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	23	28	39	9
Mathematics	26	17	33	12
Science	25	12	26	9
Social Science	24	31	37	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 2022 - 2023)

Title	Ratio
Pupils to Academic Counselors*	335.2

*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.

Student Support Services Staff (School Year 2022 - 2023)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.2

* 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 2021 - 2022)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,891	\$2,823	\$5,068	\$91,810
District	N/A	N/A	\$6,240	\$83,800
Percent Difference - School Site and District	N/A	N/A	-20.73%	9.12%
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-40.06%	4.37%

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

Types of Services Funded (Fiscal Year 2023 - 2024)

Florin's Honors/AP program is open to all students, as they prepare for the rigors of college. Courses are available in World Languages, Science, English, Math, Social Science, Art and Music. These students can be supported by our AVID classes as they fearlessly pursue new challenges. Our English Learner Program supports students with a broad range of English language skills, from newcomers with limited English ability to Long Term English Learner students, who are on a path to re-designation as fluent English speakers. Our 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, after school, at Florin High School.

Teacher and Administrative Salaries (Fiscal Year 2021 - 2022)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,100	\$55,550
Mid-Range Teacher Salary	\$70,352	\$80,703
Highest Teacher Salary	\$102,103	\$109,418
Average Principal Salary (Elementary)	\$129,846	\$137,703
Average Principal Salary (Middle)	\$129,165	\$143,760
Average Principal Salary (High)	\$141,477	\$159,021
Superintendent Salary	\$370,598	\$319,443
Percent of Budget for Teacher Salaries	34.34%	30.35%
Percent of Budget for Administrative Salaries	3.71%	4.87%

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 2022 - 2023)

Percent of Students in AP Courses: 16.4%

Subject	Number of AP Courses Offered*
Computer Science	0
English	4
Fine and Performing Arts	3
Foreign Language	1
Mathematics	4
Science	5
Social Science	7
Total AP Courses Offered*	24

*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. In addition to formal professional development opportunities throughout the school year, we prioritize Wednesday afternoons as a time sacred for continuous improvement. Teachers collaborate by aligning curriculum and assessments as well as exploring new and creative ways to support our students. New teachers are supported by the District's Induction program and are assigned Consulting Teachers who support them in the classroom. We believe professional development is the backbone for continuous improvement and work to ensure the best for our staff.

	2021 - 2022	2022 - 2023	2023 - 2024
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	5