

California Department of Education School Accountability Report Card

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

For: Las Flores High School

Address: 5900 Bamford Dr, Sacramento, CA 95823
Principal: Justine Fuller

Phone: 916-422-5604
Grade Span:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

District Contact Information (School Year 2022 - 2023)

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 2022 - 2023)

School Name	Las Flores High School
Street	5900 Bamford Dr
City, State, Zip	Sacramento, CA 95823
Phone Number	916-422-5604
Principal	Justine Fuller
E-mail Address	JFULLER@egusd.net
Web Site	https://LFHS.egusd.net
County-District-School(CDS) Code	34673143430352

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

Las Flores High School

A Community of Lifelong Learners!

Las Flores High School provides a unique educational experience for K-12th grade students that includes a safe campus, a supportive learning environment and rigorous and comprehensive curriculum aligned to the Common Core State Standards. Our K-8th grade students participate in an online virtual program while our High School students participate in an A-G independent study program utilizing online curriculum. Both schools offer in person supplemental opportunities on two separate campuses. Students are encouraged to participate in Career Technical Education (CTE) classes, both on site and off, to prepare for college and/or careers. All aspects of the school contribute to providing students with the skills necessary to be successful independent learners.

The EGUSD mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Las Flores supports the district's mission through the Schoolwide Learner Outcomes.

- All students will take responsibility for learning
- All students will be able to think critically and problem solve
- All students will be able to communicate and collaborate effectively

Our success in implementing the district's mission can be evidenced through our strengths which include:

- An individualized learning plan developed for each student
- An independent study format that allows students to pursue assignments independently
- Chromebooks for work at home and a computer lab that allows students to work on assignments on campus
- Concurrent enrollment at local community colleges for qualifying students

Parental support and involvement continue to be important aspects of the success of Las Flores High School. Parents are encouraged to join our School Site Council which is instrumental in developing and monitoring our site Local Control Accountability Plan (LCAP) that describes the actions, services, and expenditures that support student growth. Parents are welcome to visit or call our school at any time (916) 422-5604.

Justine Fuller,
Principal
Las Flores High School

Student Enrollment by Grade Level (School Year 2021 - 2022)

Grade Level	Number of Students
Kindergarten	65
Grade 1	80
Grade 2	73
Grade 3	99
Grade 4	100
Grade 5	110
Grade 6	89
Grade 7	88
Grade 8	117
Grade 9	78
Grade 10	113
Grade 11	110
Grade 12	163
Total Enrollment	1285

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

Student Group	Percent of Total Enrollment
Female	50.70%
Male	49.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	19.40%
Black or African American	14.70%
Filipino	3.30%
Hispanic or Latino	35.20%
Native Hawaiian or Pacific Islander	2.20%
Two or More Races	10.50%
White	14.10%
English Learners	13.40%
Foster Youth	0.30%
Homeless	1.20%
Migrant	0.20%
Socioeconomically Disadvantaged	55.60%
Students with Disabilities	6.10%

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)	4.4	26.94%	2617.2	92.08%	228366.1	83.12%
Intern Credential Holders Properly Assigned	0	0%	22.1	0.78%	4205.9	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	44.7	1.57%	11216.7	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.48%	54.7	1.93%	12115.8	4.41%
Unknown	12	72.52%	103.3	3.64%	18854.3	6.86%
Total Teaching Positions	16.6	100%	2842.2	100%	274759.1	100%

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

Teacher Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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

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

Class Assignments

Indicator	2020 - 2021 Number	2021 - 2022 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	N/A

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

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

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2022 - 2023)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts All English/Language Arts books K-12 are provided one per student.			
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion</i>. 2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion</i>. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>7th-8th - Student Edition Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - <i>Advanced Language & Literature</i>, Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018</p>	<p>Yes</p>	<p>0</p>
<p>AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses: 11th - <i>Language of Composition</i>, Bedford/St. Martins © 2013 Adopted EGUSD 2015 12th - <i>Bedford Introduction to Literature</i>, Bedford/St. Martins © 2016 Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>IB Courses: <i>Theory of Knowledge</i>, Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i>, Oxford University Press © 2019; Adopted EGUSD 2021</p>	<p>Yes</p>	<p>0</p>
Mathematics All Math books K-12 are provided one per student.			
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>CA GoMath</i>, © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>K-6th - Student Edition and Practice workbook Adopted EGUSD 2015</p>	<p>Yes</p>	<p>0</p>

Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015	Yes	0
	8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015		
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 <i>Statistics & 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,	Yes	0

<p>AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>McGraw Hill; <i>Visualizing Environmental Science</i>, McGraw Hill © 2017; Adopted EGUSD 2022</p> <p>AP Courses: <i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p> <p><i>Campbell Biology in Focus</i>, Pearson © 2020; <i>Chemistry: A Molecular Approach</i>, Pearson © 2023; <i>Environmental Science for the AP Course</i>, Bedford/St. Martin © 2019; Adopted EGUSD 2022</p>	Yes	0
<p>IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>IB Courses:</p> <p><i>Higher Level Biology</i>, 2nd Ed., Pearson © 2014; <i>Standard Level Chemistry</i>, 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i>, 2nd Edition, Pearson © 2014; Adopted EGUSD 2015</p>	Yes	0
<p>History-Social Science All 1-12 History-Social Science books are provided one per student.</p>			
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	Yes	0
<p><i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019</p>	Yes	0
<p><i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019</p>	Yes	0
<p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p><i>World History Culture & Geography: The Modern World</i> © 2019, <i>United States History & Geography, Continuity & Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020</p> <p><i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022</p>	Yes	0
<p>AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses</p> <p><i>Essentials of Comparative Politics</i>, W.W. Norton © 2015 Adopted EGUSD 2016</p> <p><i>Krugman's Economics</i> © 2015, <i>America's History</i>, © 2014, Bedford Freeman & Worth, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017</p> <p><i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022</p>	Yes	0
<p>IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade</p>	<p>IB Courses:</p> <p><i>History of the Americas</i> © 2015; Adopted EGUSD 2017</p> <p><i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i>, © 2015, Oxford University Press</p>	Yes	0

level:	Adopted EGUSD 2018		
	<i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022		
Foreign Language	All 7-12 World language books are provided one per student.		
	<i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Adventures in Japanese 1 & 2</i> , Cheng & Tsui © 2016; <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i> , EMC-Carnegie © 2017; <i>EntreCulturas 1,2,3</i> , Wayside © 2020; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i> , Wayside © 2017; <i>EntreCulturas 4</i> , Wayside © 2021	Yes	0
	Adopted EGUSD 2021		
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i> , Wayside, © 2017; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>Triangulo A Preciado</i> , Wayside © 2019; <i>Azulejo</i> , Wayside © 2012 Adopted EGUSD 2021	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: <i>French B Course Companion</i> , <i>Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019	Yes	0
	<i>Genki II</i> , © 2011, Japanese Times <i>Dekiru!</i> , © 2017, Cheng & Tsui Adopted EGUSD 2022		

Visual and Performing Arts		
	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes 0
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018	Yes 0
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes 0
Health	All 9-12 Health books are provided one per student.	
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021	Yes 0
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.	

School Facility Conditions and Planned Improvements (School Year 2022 - 2023)

Las Flores High School recently relocated to the campus of a local alternative high school during the Fall of 2020 with the addition of new portable buildings and new furniture on that site. The Las Flores area of the campus has three dedicated classrooms and shares a multipurpose room, a counseling center, a quad with basketball courts, and an administration building. The K-8 campus was previously occupied by Adult Education and became the Las Flores site in 1988. Electrical and plumbing improvements have been made over the years, and new furniture and electrical upgrades were recently completed in the Fall of 2022. The custodians at each site provide daily upkeep to the site and the district Maintenance and Operations department provides ongoing maintenance and improvements to the facilities and buildings. The LEA ensures 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. Las Flores received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated.

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

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

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

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
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 (School Year 2022 - 2023)

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

Overall Rating

Exemplary	Good	Fair	Poor
X			

The district's Maintenance and Grounds departments work in concert with the administrator and school site custodians to ensure that school buildings, classrooms, and grounds are maintained at levels 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 schools' custodians work with the principal to develop a daily cleaning process and schedule. 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. Masks are provided in each of the front offices and classrooms and sanitation and child safe cleaning equipment and supplies are provided to each classroom.

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.

In November of 2016, Measure M (a school facilities bond) was approved by California voters. The district has developed a Facility Master Plan to outline upgrades and modernization for school sites. Some of the projects planned for Las Flores include modernizing classroom features to current district standards, major building upgrades including heating/air conditioning, roofing and alarms, security measures including camera systems and fencing, and technology improvements. During the fall of 2022, the K-8 campus received an upgraded electrical remodel and new classroom furniture.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Subject	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	52	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	40	N/A	33

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	784	529	67.47	32.53	42.8
Female	384	264	68.75	31.25	39.62
Male	400	265	66.25	33.75	45.98
American Indian or Alaska Native	--	--	--	--	--
Asian	122	96	78.69	21.31	53.13
Black or African American	16	10	62.5	37.5	--
Filipino	24	19	79.17	20.83	78.95
Hispanic or Latino	272	187	68.75	31.25	35.68
Native Hawaiian or Pacific Islander	133	77	57.89	42.11	28.38
Two or More Races	117	73	62.39	37.61	48.61
White	95	63	66.32	33.68	50
English Learners	82	59	71.95	28.05	25.42
Foster Youth	--	--	--	--	--
Homeless	15	9	60	40	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	480	317	66.04	33.96	35.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	28	49.12	50.88	17.86

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	786	530	67.43	32.57	25.62
Female	386	264	68.39	31.61	28.14
Male	400	266	66.5	33.5	23.11
American Indian or Alaska Native	--	--	--	--	--
Asian	122	99	81.15	18.85	43.88
Black or African American	16	10	62.5	37.5	--
Filipino	24	20	83.33	16.67	40
Hispanic or Latino	272	186	68.38	31.62	17.74
Native Hawaiian or Pacific Islander	134	73	54.48	45.52	9.86
Two or More Races	118	73	61.86	38.14	24.66
White	95	64	67.37	32.63	32.81
English Learners	82	62	75.61	24.39	17.74
Foster Youth	--	--	--	--	--
Homeless	15	8	53.33	46.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	482	317	65.77	34.23	16.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	31	54.39	45.61	12.9

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

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

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

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

Subject	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Science (grades 5, 8, and high school)	NT	19.09	0	34.66	28.5	29.47

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

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

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2021 - 2022)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	525	309	58.86	41.14	19.09
Female	257	154	59.92	40.08	23.38
Male	268	155	57.84	42.16	14.84
American Indian or Alaska Native	--	--	--	--	--
Asian	73	53	72.6	27.4	18.87
Black or African American	--	--	--	--	--
Filipino	13	9	69.23	30.77	--
Hispanic or Latino	194	112	57.73	42.27	15.18
Native Hawaiian or Pacific Islander	86	39	45.35	54.65	5.13
Two or More Races	88	52	59.09	40.91	28.85
White	57	33	57.89	42.11	33.33
English Learners	48	35	72.92	27.08	5.71
Foster Youth	--	--	--	--	--
Homeless	19	9	47.37	52.63	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	321	191	59.5	40.5	14.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	25	54.35	45.65	8

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2021 - 2022)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7	22%	26%	25%	25%	26%
9	0%	0%	0%	0%	0%

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

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

C. Engagement

State Priority: Parental Involvement

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

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

[Opportunities for Parental Involvement \(School Year 2022 - 2023\)](#)

There are a number of ways to become involved with your child's education. Our school has an active School Site Council (SSC) that assists the principal with important governance decisions, including our site Local Control Accountability Plan (LCAP). Parents are always welcome and encouraged to become involved at our site by volunteering with student activities, attending school functions and joining the SSC. In addition, we host monthly Family Engagement Nights on a variety of themes to provide in person learning and socialization opportunities for our students and their families. For more information about parent involvement opportunities, contact Lee Johnson, school secretary, at (916) 422-5604 or via email at LeJohnso@egusd.net.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019 - 2020	School 2020 - 2021	School 2021 - 2022	District 2019 - 2020	District 2020 - 2021	District 2021 - 2022	State 2019 - 2020	State 2020 - 2021	State 2021 - 2022
Dropout Rate	13.9%	17.4%	17.9%	3.7%	5.3%	4.3%	8.9%	9.4%	7.8%
Graduation Rate	84.7%	74.4%	77%	91.5%	88.2%	91.1%	84.2%	83.6%	87%

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	196	151	77
Female	107	85	79.4
Male	89	66	74.2
Non-Binary	0	0	0
American Indian or Alaska Native	--	--	--
Asian	31	22	71
Black or African American	25	19	76
Filipino	--	--	--
Hispanic or Latino	74	60	81.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	20	13	65
White	37	29	78.4
English Learners	29	22	75.9
Foster Youth	--	--	--
Homeless	19	9	47.4
Socioeconomically Disadvantaged	164	122	74.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	22	14	63.6

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

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1947	1743	1	0.1
Female	998	910	1	0.1
Male	949	833	0	0
American Indian or Alaska Native	13	13	0	0
Asian	340	309	0	0
Black or African American	356	292	0	0
Filipino	54	51	0	0
Hispanic or Latino	657	604	1	0.2
Native Hawaiian or Pacific Islander	42	34	0	0
Two or More Races	207	190	0	0
White	278	250	0	0
English Learners	267	238	0	0
Foster Youth	10	8	0	0
Homeless	41	36	0	0
Socioeconomically Disadvantaged	1218	1078	1	0.1
Students Receiving Migrant Education Services	5	5	0	0
Students with Disabilities	150	129	0	0

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Suspensions	0.00%	0.05%	0.12%	4.22%	0.20%	3.17%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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

Suspensions and Expulsions for School Year 2019 - 2020 Only

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

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

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

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.05%	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	0.00%	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	0.36%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.08%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.67%	0.00%

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

A safe, caring, and supportive learning environment is important to the academic success of all of our students. Our district is committed to providing a safe and secure environment for learning. The Las Flores School Safety Plan is reviewed and updated annually, and was last updated in September 2022. All campus visitors must register in our school office prior to coming on campus. Supervision is provided during school hours and at all after school events. An Emergency Handbook, outlining a plan of action for emergencies is kept in the school office and in all classrooms. Regular student safety drills (Fire; Duck, Cover, Hold; and Lock Down) are conducted quarterly. Random, periodic school safety inspections are conducted by the district and County of Sacramento. The district's Safety and Security Department works closely with our school site to provide a safe 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 2019 - 2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	8	30		
Mathematics	5	24	1	
Science	4	26		
Social Science	5	36		

* 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	7	36	1	
Mathematics	4	28	1	
Science	4	15	1	
Social Science	5	48		

* 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	12	48	8	
Mathematics	7	41	6	
Science	8	24	5	
Social Science	7	73	6	

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

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

Title	Ratio
Pupils to Academic Counselors*	1285

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

Student Support Services Staff (School Year 2021 - 2022)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$9,668	\$73	\$9,595	\$73,859
District	N/A	N/A	\$8,175	\$80,979
Percent Difference - School Site and District	N/A	N/A	15.98%	-9.20%
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	37.08%	-14.46%

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

Types of Services Funded (Fiscal Year 2022 - 2023)

Las Flores High School and the K-8 Virtual Academy both use an online independent study platform to deliver curriculum. We have highly qualified staff to assist students in meeting the state and district standards. Las Flores High School also utilizes a Multi-Tiered System of Support (MTSS) in concert with Positive Behavioral Interventions and Supports (PBIS) to assist students with academic, behavioral, or social emotional issues. EGUSD provides many opportunities for students to broaden their education by offering a wide variety of Career and Technical Education (CTE) courses and Las Flores students are encouraged to enroll in one or more that may interest them. Students wishing to further enhance or accelerate their education, and who meet the appropriate requirements, may concurrently attend community college through Advanced Education programs.

Teacher and Administrative Salaries (Fiscal Year 2020 - 2021)

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

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

Advanced Placement (AP) Courses (School Year 2021 - 2022)

Percent of Students in AP Courses: 0%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Professional Development

Las Flores and the Elk Grove Unified School District offer a variety of professional learning opportunities for teachers and support staff. Las Flores has implemented a professional development emphasis on the principles of High Quality Instruction, which include formative & summative assessment, opportunities for student talk, active student participation, and learning targets & success criteria. These principles are designed to foster and improve student achievement. Las Flores teachers regularly attend training opportunities and workshops focusing on English Language Arts and Mathematics curricular materials and their alignment with the Common Core State Standards (CCSS). Monday afternoons at the High School and Wednesday afternoons at the K-8 site are dedicated to professional development and staff training. All staff members are supported in participating in activities and trainings outside of the school day that enhance their professional growth.

	2020 - 2021	2021 - 2022	2022 - 2023
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10