

# Flory Academy of Sciences and Technology

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Flory Academy of Sciences and Technology
<b>Street</b>	240 Flory Avenue
<b>City, State, Zip</b>	Moorpark, CA 93021
<b>Phone Number</b>	(805) 378-6303
<b>Principal</b>	Juana Villa-Granados
<b>Email Address</b>	jvillagranados@mrpk.org
<b>School Website</b>	<a href="https://fls-moorpark-ca.schoolloop.com/">https://fls-moorpark-ca.schoolloop.com/</a>
<b>Grade Span</b>	P-5
<b>County-District-School (CDS) Code</b>	56739406109847

### 2024-25 District Contact Information

<b>District Name</b>	Moorpark Unified School District
<b>Phone Number</b>	(805) 378-6300
<b>Superintendent</b>	Dr. Kelli Hays
<b>Email Address</b>	khays@mrpk.org
<b>District Website</b>	<a href="http://www.mrpk.org/">http://www.mrpk.org/</a>

### 2024-25 School Description and Mission Statement

Flory Academy of Sciences and Technology is a TK - 5 elementary school located in downtown Moorpark, CA. Our motto is “SOAR to Success.” We have a unique focus on Science and STEAM and have specialized labs in both of those curricular strands. We infuse both Science and STEAM standards and skills into all of our classrooms and provide students the opportunities to become critical thinkers and problem solvers through multiple approaches. We also have an award-winning partnership with Cal Lutheran and are a Professional Development School. Together, our mentoring teachers and teacher candidates provide nurturing classrooms where all students are supported and encouraged to reach their potential.

## 2024-25 School Description and Mission Statement

Flory Academy of Sciences and Technology (FAST) has no set attendance boundaries. Students are accepted through an application process and selected by a lottery. Priority is given to students with siblings already in attendance. Other openings are filled through applications. Students not selected remain in a waiting pool and are pulled as additional openings become available.

We provide a safe and unique learning environment for all students. Integration of science, math, and technology into all curricular areas provides high-quality, hands-on experiences that excite our students, compelling them to become lifelong learners in our evolving global society. Our commitment to excellence, outstanding staff, and strong parent and community involvement are all hallmarks of a FAST education. Through a multi-tiered systems of support model, additional staff members provide intervention through RTI, SEL support to students, physical education, and enrichment classes. Clerical, health, custodial, transportation, and Food Services also provide direct assistance to our students.

Flory Academy also has a fully equipped science lab. Students have access to all equipment in the lab. In addition, there is a STEAM lab and green room staffed by a content specialist. Students have access to the STEAM lab enriched STEAM opportunities that include coding and robotics. All students have an assigned chromebook and have access to iPads. Classrooms have interactive Newline white boards to enhance instructional delivery and opportunities. Flory Academy has a Wellness space that is available to all students needing social or emotional support. The Wellness space is staffed by an At-Risk Youth Technician.

Flory Academy of Sciences and Technology and California Lutheran University have entered into a program in which Flory has been named as a Professional Development School. We house a CLU classroom on campus, have student teachers and method teachers in many classrooms, and have developed intern programs. Flory teachers will serve as adjunct faculty members, teaching classes to student teachers and using facilities at the university for research, meetings, and other academic pursuits. CLU staff will provide in-services and workshops for Flory staff members and will work with our students in many areas including the arts.

In 2024, Flory Academy proudly launched a 50:50 Dual Language Immersion (DLI) program, beginning with two kindergarten classes and Spanish as the target language. This initiative reflects our commitment to fostering a dynamic learning environment where students grow not only academically but also culturally and linguistically.

The goals of our DLI program are to:

Create an inclusive and equitable learning environment where students are given opportunities to achieve bilingualism and biliteracy and make cross-linguistic connections.

Integrate language instruction with content learning across the curriculum, providing students with opportunities to develop metalinguistic awareness.

Involve parents, guardians, and families in the dual language education journey, fostering a collaborative partnership between home and school. By providing resources, workshops, and opportunities for family participation in language-related activities, we aim to strengthen language acquisition and cultural understanding inside and outside the classroom.

**Vision Statement:** Flory Academy envisions a collaborative, inclusive community that values multilingualism and diversity and prepares students to excel academically, think critically, be curious, and become lifelong learners while serving as a model of Professional Development and leading STEAM school.

**Mission Statement:** Working Together to Empower ALL Individuals to Learn and Grow

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	24
Kindergarten	83
Grade 1	60
Grade 2	57
Grade 3	66
Grade 4	76
Grade 5	62
<b>Total Enrollment</b>	<b>404</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
Asian	5.2
Black or African American	0.5
Filipino	1
Hispanic or Latino	70.8
Two or More Races	2
White	20.5
English Learners	22.5
Homeless	1
Migrant	0.5
Socioeconomically Disadvantaged	49.8
Students with Disabilities	17.8

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.90	90.43	227.70	85.14	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.50	0.19	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.80	0.69	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.90	5.58	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.00	9.57	22.40	8.40	18854.30	6.86
<b>Total Teaching Positions</b>	20.90	100.00	267.50	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.10	95.49	225.40	83.58	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.90	0.73	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.51	4.60	1.71	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.80	4.75	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	24.90	9.23	15831.90	5.67
<b>Total Teaching Positions</b>	22.10	100.00	269.70	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.50	100.00	216.80	86.97	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.40	0.97	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.90	1.97	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.00	5.64	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	11.00	4.44	14303.80	5.15
<b>Total Teaching Positions</b>	17.50	100.00	249.30	100.00	277698.00	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 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	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	1.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	5	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	California Wonders (McGraw Hill) 2017	Yes	0
<b>Mathematics</b>	enVision Math (Pearson) 2015	Yes	0
<b>Science</b>	California Science (Pearson Scott Foresman) 2008	No	0
<b>History-Social Science</b>	Social Studies (Scott Foresman) 2007	No	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

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

## School Facility Conditions and Planned Improvements

Flory Academy of Sciences and Technology is firmly rooted in the community as an exemplary educational institution. Throughout the years, the school campus and facilities have undergone numerous renovations by the District to provide a safe and pleasant learning environment for all students. In the last fifteen years, all of Flory Academy's buildings have been modernized, complete with new wiring, plumbing, wall coverings, lighting, cabinetry, counters, and sinks. All classrooms and other facilities have been wired for Internet usage. In addition to this, a 32-station computer lab in the library. All bathrooms have also undergone a complete renovation. The office, located at the front of the school, was redesigned fifteen years ago and provides a pleasant area for visitors to enter. Our large auditorium/cafeteria, built in 1938, has also undergone a makeover. The original decorative touches of the period were preserved, while all other features were renovated including the kitchen area, flooring, wall coverings, lighting, stage and window curtains, and counters. The school, therefore, has the charm of an older school with spacious classrooms and a large auditorium but with all new features. Large murals on many walls add to the child-friendly environment.

## School Facility Conditions and Planned Improvements

The facilities and grounds are well maintained by our District's Grounds and Maintenance Departments. The front of the school, along with other sections of the campus, was newly landscaped to be more water-wise and drought tolerant. A full-time day custodian and two, night custodians work to keep the facilities clean and safe for students. Minor maintenance is performed in a timely manner, and major maintenance and modernization projects are completed as needed. An Emergency Management System has been initiated at Flory Academy. The school is equipped with energy-saving lighting and air conditioning systems. In 2020, all classrooms had the air filters replaced with HEPA Air Purifier Systems. The entire campus is fenced and all gates are locked during the school day. During the summer of 2023, two push bar gates were installed for easier evacuation. Three school cameras were also installed around the campus to increase security measures.

Year and month of the most recent FIT report

11/4/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			P3: Carpet is worn Restrooms: G bldg boys restroom wall surfaces worn RM 11: Carpet is worn - replace summer RM 9: Carpet is worn
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			P 1: Termites have been reported Restrooms: G bldg boys restroom wall surfaces worn
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Library: Floor is stained yellow
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Parking Lots: RM 5: Windows leak RM 6: Windows leak RM 7: Windows leak RM 8: Windows leak Upper Grades Playground:

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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. CAAs 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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	49	47	56	54	46	47
<b>Mathematics</b> (grades 3-8 and 11)	44	41	42	43	34	35

### 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	210	205	97.62	2.38	47.32
Female	100	96	96.00	4.00	47.92
Male	110	109	99.09	0.91	46.79
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	138	134	97.10	2.90	36.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	48	97.96	2.04	60.42
English Learners	29	25	86.21	13.79	8.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	101	95.28	4.72	28.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	14.63

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	210	208	99.05	0.95	41.35
<b>Female</b>	100	98	98.00	2.00	35.71
<b>Male</b>	110	110	100.00	0.00	46.36
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100.00	0.00	100.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	138	137	99.28	0.72	29.93
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	49	48	97.96	2.04	58.33
<b>English Learners</b>	29	28	96.55	3.45	10.71
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	106	104	98.11	1.89	22.12
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	41	41	100.00	0.00	17.07

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	38.00	42.62	40.12	39.59	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	62	61	98.39	1.61	42.62
<b>Female</b>	26	25	96.15	3.85	44.00
<b>Male</b>	36	36	100.00	0.00	41.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	37	36	97.30	2.70	30.56
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	14	100.00	0.00	57.14
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	30	96.77	3.23	23.33
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	16	16	100.00	0.00	6.25

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

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
Grade 5	100	98	100	100	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

The School Site Council and F.A.S.T. Boosters Club meet monthly throughout the year with the principal and select teachers to plan special programs and events. Flory parents are vitally important to the education program. They donate a significant number of volunteer hours to the school. Our F.A.S.T. Boosters Club has worked tirelessly to provide funds for technology, assemblies, PBIS, STEM Night, Family Carnival, Color Run, and many other programs that benefit Flory School. The F.A.S.T. Boosters Club is committed to helping the students of Flory Academy of Sciences and Technology by adding resources that continue to challenge student's minds, providing additional staffing for our STEAM and science labs, purchasing additional supplies needed to keep our STEAM and science labs up to date. Parents also have the opportunity to become involved at the school site through classroom volunteering with individual teachers, and school-wide volunteering events such as the annual Halloween Carnival, STEM Nights, Literacy Nights, and student assemblies. In addition, parents are invited and encouraged to attend and actively participate in parent advisory groups such as SSC, ELAC, DELAC, LCAP, and curriculum adoptions when cycles arise. All parent volunteers help to create unique classrooms that help a child's curiosity soar, maintain and add new technology that drives learning, and prepare students for their future as life-long learners in an ever-changing world.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	424	419	32	7.6
Female	207	202	20	9.9
Male	217	217	12	5.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	303	298	25	8.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	85	85	5	5.9
English Learners	105	105	1	1.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	222	218	22	10.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	81	81	10	12.3

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: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.46	0.71	1.71	2.75	2.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.07	0.03	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.71	0.00
Female	0.00	0.00
Male	1.38	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	0.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.18	0.00
English Learners	0.95	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.47	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.

## 2024-25 School Safety Plan

Flory Academy provides a safe, orderly, and clean environment for students, as described in our site safety plan which is reviewed every October. The last revision was made on October 2024. The site safety plan was reviewed with staff at staff meetings and leadership meetings, it was also reviewed with personnel assigned to be on the Disaster Relief Team, SSC, and



## 2024-25 School Safety Plan

ELAC parent advisory group. Flory Academy has a Site Safety Plan, which outlines procedures to be used in any disaster. Fire drills are held monthly and disaster/earthquake drills occur each quarter, with two additional Districtwide drills per year. In addition, lockdown drills are conducted each trimester. A Comprehensive Disaster drill was conducted on October 17, 2024 to run through all essential components of the plan with a focus on communication with the district and the school site. Flory Academy also has enough emergency supplies to sustain us for 72 hours on site. On a daily basis, the principal, counselor, teachers, and campus aides monitor the playground, restrooms, hallways, and parking lot. Students and staff are trained and regularly practice disaster procedures. All visitors to campus must enter and check-in through the office and sign in. All parent volunteers must have a copy of their driver's license and a District Volunteer form on file in the Flory Academy office.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	22		3	
2	20	3	1	
3	16	1	3	
4	23		2	
5	23		3	
Other	5	3		

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	24		2	
2	23		3	
3	25		3	
4	32		2	
5	25		2	
Other	23		1	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		3	
1	24		2	
2	23		2	
3	22		3	
4	25		3	
5	31		2	
Other	199		1	1

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	404

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

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	2
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>				
<b>District</b>	N/A	N/A		\$78,735
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$10,771	\$94,694
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## Fiscal Year 2023-24 Types of Services Funded

State and Federal programs at Flory Academy of Sciences and Technology include Special Education and Federal funding for English Learners (Title III) and Title I. Through these programs, we offer intervention, staff development, and supplementary materials.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$42,138	\$58,855
<b>Mid-Range Teacher Salary</b>	\$76,972	\$92,519
<b>Highest Teacher Salary</b>	\$101,789	\$114,665
<b>Average Principal Salary (Elementary)</b>	\$134,405	\$142,791
<b>Average Principal Salary (Middle)</b>	\$138,591	\$151,078
<b>Average Principal Salary (High)</b>	\$161,516	\$167,094
<b>Superintendent Salary</b>	\$242,711	\$281,086
<b>Percent of Budget for Teacher Salaries</b>	28.5	30.99
<b>Percent of Budget for Administrative Salaries</b>	6.58	5.37

## Professional Development

Fifteen total days were provided for professional development during the past three-year period.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			7

