For: Elk Grove High School

Address: 9800 Elk Grove-Florin Rd, Elk Grove, CA 95624   **Phone:** 916-686-7741
Principal: Rudy Ortega Jr   **Grade Span:** 9-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/

- For additional information about the school, parents and community members should contact the school principal or the district office.

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

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

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

Admission Requirements for the University of California (UC)
 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 https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)
 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 https://www2.calstate.edu.

About This School

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 2024 - 2025)

School Name	Elk Grove High School
Street	9800 Elk Grove-Florin Rd
City, State, Zip	Elk Grove, CA 95624
Phone Number	916-686-7741
Principal	Rudy Ortega Jr
E-mail Address	Rortegaj@egusd.net
Web Site	http://eghs.egusd.net
Grade Span	9th Grade - 12th Grade
County-District-School(CDS) Code	34673143432572

School Description and Mission Statement (School Year 2024 - 2025)

Elk Grove High School
"Together, We Bring the Thunder"

It is with great pride and enthusiasm that we bring you this year's School Accountability Report Card. This report is a testament to the collective dedication and hard work of our students, staff, and parents, reflecting the core values that define Elk Grove High School: Honor, Effort, Respect, and Determination.

Our commitment to academic excellence, guided by the principles of honor, is evident in the outstanding achievements of our students across various disciplines. Through their unwavering effort, our students continue to excel academically, showcasing the diligence and determination that are hallmarks of our school community.

Respect is a foundational value at Elk Grove High School, fostering a culture of inclusivity and understanding. Our diverse student body, staff, and community members contribute to rich perspectives and experiences, creating an environment where everyone feels valued and supported.

The dedication and determination of our students and staff are evident not only in the classroom but also in the numerous extracurricular activities and sports programs. Whether on the field, in the arts, or through community service, our students exemplify the spirit of determination, striving for excellence in all their endeavors.

As we navigate the challenges and celebrate the successes, it is important to acknowledge the collaborative effort of our entire school community. Parents, guardians, teachers, and community members play a crucial role in shaping the educational experience at Elk Grove High School, and we are grateful for the continued support.

Looking ahead, we remain steadfast in our commitment to fostering an environment that upholds the core values of Honor, Effort, Respect, and Determination. These values serve as the guiding principles that inspire and shape the character of our students. Thank you for being an integral part of Elk Grove High School's journey, as we will continue to empower our students to reach new heights and make a positive impact in the world.

Rudy Ortega
Principal, Elk Grove High School

Student Enrollment by Grade Level (School Year 2023 - 2024)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	391
Grade 10	419
Grade 11	433
Grade 12	449
Total Enrollment	1692

Student Enrollment by Student Group (School Year 2023 - 2024)

Student Group	Percent of Total Enrollment
Female	44.80%
Male	55.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	13.20%
Black or African American	7.10%
Filipino	4.00%
Hispanic or Latino	27.30%
Native Hawaiian or Pacific Islander	2.20%
Two or More Races	9.80%
White	35.90%
English Learners	6.00%
Foster Youth	0.20%
Homeless	1.40%
Migrant	0.00%
Socioeconomically Disadvantaged	38.50%
Students with Disabilities	15.40%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair.

Teacher Preparation and Placement (School Year 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)	75.30	90.43%	2617.20	92.08%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.90	2.39%	22.10	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	0.84%	44.70	1.57%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	54.70	1.93%	12115.80	4.41%
Unknown/Incomplete/NA	5.20	6.32%	103.30	3.64%	18854.30	6.86%
Total Teaching Positions	83.20	100.00%	2842.20	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	83.90	93.06%	2737.20	90.11%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	24.80	0.82%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	2.22%	42.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.14%	72.10	2.37%	11953.10	4.28%
Unknown/Incomplete/NA	4.10	4.56%	161.10	5.30%	15831.90	5.67%
Total Teaching Positions	90.10	100.00%	3037.40	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022 - 2023)

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)	78.90	88.80%	2764.10	90.32%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	1.13%	41.30	1.35%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	2.71%	60.90	1.99%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	1.82%	70.40	2.30%	11746.90	4.23%
Unknown/Incomplete/NA	4.90	5.51%	123.40	4.03%	14303.80	5.15%
Total Teaching Positions	88.80	100.00%	3060.40	100.00%	277698	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.

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

Authorization/Assignment	2020 - 2021	2021 - 2022	2022 - 2023
Permits and Waivers	0.00	1.00	0.7
Misassignments	0.70	1.00	1.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.70	2.00	2.4

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

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.9
Local Assignment Options	0.00	0.10	0.6
Total Out-of-Field Teachers	0.00	0.10	1.6

Class Assignments

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0.4%	1.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00%	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.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024 - 2025)

Year and month in which data were collected: September 3, 2024

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

		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Imagine IM Math, © 2024 in grades 7-8 and *Reveal Math 1* © 2020 in grade 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 *Imagine IM, Imagine Learning* © 2024; *Reveal Integrated Math 1*, McGraw Hill © 2020 Adopted EGUSD 2024	Yes	0
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th *Statistics & Probability with Applications 3e* Bedford Freeman & Worth © 2016; *PreCalculus with Limits 4e* Cengage © 2018 Adopted EGUSD 2018 *Reveal IM Math 1-3* McGraw Hill © 2020 Adopted EGUSD 2024	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: *Calculus: Graphical, Numerical*, Pearson 2016; *Practice of Statistics*, 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 *Calculus 11th edition*, 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: *Calculus: Graphical, Numerical*, Pearson © 2016 Adopted EGUSD 2016 *Mathematics Core Topics SL1* © 2019; *Mathematics Core Topics HL1* © 2019; *Mathematics Analysis & Approaches SL2* © 2019; *Mathematics Analysis & Approaches HL2* © 2019; *Mathematics Applications & Interpretation SL2* © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0

Science	All 2-12 Science books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - *Big Book Package*. 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 - *Earth & Space Science* 7th - *Life Science* 8th - *Physical Science* 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:	*Chemistry in the Community* © 2006, VHPS; Adopted EGUSD 2006 *Foundations in Microbiology*, McGraw Hill, © 2005 Adopted EGUSD 2008 *The Living Earth*, © 2019, *Physics in the Universe,* © 2019, *STEMscopes, Experience Chemistry,* © 2019 Pearson; Adopted EGUSD 2020 *Foundations of Astronomy*, Cengage © 2019, *Criminalistics*, Pearson © 2021, *Hole's Essentials of Anatomy & Physiology* © 2021, McGraw Hill; *Visualizing Environmental Science*, McGraw Hill © 2017; Adopted EGUSD 2022	Yes	0

		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: *Campbell Biology in Focus*, Pearson © 2020; *Chemistry: A Molecular Approach*, Pearson © 2023; *Environmental Science for the AP Course*, Bedford/St. Martin © 2019; Adopted EGUSD 2022 *College Physics, Cengage* © 2023 Adopted EGUSD 2024	Yes	0
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: *Standard Level Biology 3e, Higher Level Biology 3e, Standard Level Chemistry 3e, Higher Level Chemistry 3e*, Pearson © 2023 Adopted EGUSD 2024	Yes	0

History-Social Science	All 1-12 History-Social Science books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
Impact: California by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- *Learning and Working Now and Long Ago* 1st - *A Child's Place in Time and Space* 2nd - *People Who Make a Difference* 3rd - *Continuity and Change* 4th - *California: A Changing State* 5th - *US History: Making a New Nation* Adopted EGUSD 2019	Yes	0
Impact: California by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - *Ancient Civilizations* 7th - *Medieval to Early Modern Times* 8th - *United States History & Geography* Adopted EGUSD 2019	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	*World History Culture & Geography: The Modern World*© 2019, *United States History & Geography, Continuity & Change*© 2019, *Principles of American Democracy* © 2019, *Principles of Economics* © 2019, McGraw Hill Adopted EGUSD 2020 *Geography Alive! Digital curriculum*, TCI Adopted EGUSD 2022	Yes	0
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: *Human Geography, A Spatial Perspective* © 2021, Cengage; Adopted EGUSD 2022 *Give Me Liberty!* © 2020, W.W. Norton; *Ways of the World* © 2023, *American Government* © 2021, *Comparative Government* © 2023, *Krugman's Economics* © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: *History of the Americas* © 2015; Adopted EGUSD 2017 *The Cold War Superpower Tensions and Rivalries* © 2015, Oxford University Press; *Authoritarian States*, © 2015, Oxford University Press Adopted EGUSD 2018 *Global Politics*, © 2017, Oxford University Press Adopted EGUSD 2022	Yes	0

Foreign Language	All 7-12 World language books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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.	*Adventures in Japanese 1 & 2*, Cheng & Tsui © 2016; *Dekiru!*, Cheng & Tsui, © 2017; *Deutsch Aktuell 1,2,3*, EMC-Carnegie © 2017; *EntreCultures 1,2,3*, Wayside © 2020; *Imaginez*, Vista Higher Learning © 2020; *EntreCulturas 1,2,3*, Wayside © 2017; *EntreCulturas 4*, Wayside © 2021 Adopted EGUSD 2021 *Adventures in Japanese 3*, Cheng & Tsui, © 2018; Adopted EGUSD 2023	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: *Dekiru!*, Cheng & Tsui, © 2017; *Neue Blockwinkel*, Wayside, © 2017; *Imaginez*, Vista Higher Learning © 2020; *Triangulo A Preciado*, Wayside © 2019; *Azulejo*, 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: *French B Course Companion, Spanish B Course Companion*, © 2018, Oxford University Press Adopted EGUSD 2019 *Dekiru!*, © 2017, Cheng & Tsui Adopted EGUSD 2022 *Adventures in Japanese 3*, Cheng & Tsui, © 2018; Adopted EGUSD 2023	Yes	0

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: *Tradition of Excellence*, Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: *Alfred's Basic Adult Piano Course*, Alfred Music © 1999; *Basic Drama Projects*, Perfection Learning © 2015; *Beginning Sculpture*, Davis © 2005; *Communication Through Graphic Design*, Davis © 2010; *Dance Composition*, Davis © 2009; *Discovering Drawing*, Davis © 2018; *Discovering Dance*, Human Kinetics © 2014; *Drama for Reading and Performance*, Perfection Learning © 2008; *Experience Clay*, Davis © 2011; *Experience Painting*, Davis © 2015; *Experiencing Dance*, Human Kinetics © 2014; *Focus on Photography*, Davis © 2016; *Guitar School*, Alfred Music © 1998; *Photography*, 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: *Gardner's Art Through the Ages*, Thomson/Wadsworth © 2005; Adopted EGUSD 2005 *Musician's Guide to Theory and Analysis*, WW Norton © 2006; Adopted EGUSD 2018	Yes	0

Health	All 9-12 Health books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All high school textbooks are from the most recent adoption of the local governing Board of Education.	*Glencoe Health*, 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 2024 - 2025)

The campus was built in 1963, however we are currently undergoing a major renovation. A new two-story building holding 30 classrooms opened August of 2023 and another two-story building, containing 22 classrooms as well as the Counseling and Administrative offices opened in December of 2024. In addition, we have a science building, theater, dance room, state-of-the-art environmental center focusing on hydroponics, a farm, two gymnasiums, multiple athletic fields, culinary building that meets industry standards, and a synthetic turf stadium with an all-weather track. Common areas include a large quad, a smaller quad outside the library and cafeteria space. Clerical staff are positioned in three offices to best support administrators, counselors, and the public.

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

School Facility Good Repair Status

Year and month of the most recent FIT report : 1/5/2024

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

Overall Facility

Year and month of the most recent FIT report: 1/5/2024

Overall Rating

Exemplary	Good	Fair	Poor
X			

The district's maintenance and grounds departments work in concert with the school site's custodial team to ensure that school buildings, classrooms, and grounds are maintained to provide a safe and functional environment for all students. The school's custodians work as a team and with administration to develop a daily cleaning process and schedule. Each morning a custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary.

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

The school is undergoing major modernization as a result of Measure M funding and proposition 51 grants, with 2 buildings opening up in the last year and a half. We will conclude the construction project with a new Ag Science building, new parking lot, a brand-new Weight Room and revamped quad area slated to be completed by August of 2025. We are proud of our campus as it is clean, safe, functional, and provides an orderly environment for teaching and learning.

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready**: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
English Language Arts/Literacy (grades 3-8 and 11)	55%	55%	51%	51%	46%	47%
Mathematics (grades 3-8 and 11)	32%	27%	40%	41%	34%	35%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	416	399	95.91	4.09	54.64
Female	174	169	97.13	2.87	57.40
Male	242	230	95.04	4.96	52.61
American Indian or Alaska Native	--	--	--	--	--
Asian	48	45	93.75	6.25	57.78
Black or African American	27	27	100.00	0.00	40.74
Filipino	22	22	100.00	0.00	81.82
Hispanic or Latino	120	114	95.00	5.00	35.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	29	93.55	6.45	55.17
White	156	150	96.15	3.85	66.67
English Learners	25	20	80.00	20.00	15.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	158	152	96.20	3.80	42.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	61	96.83	3.17	21.31

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	416	399	95.91	4.09	26.82
Female	174	169	97.13	2.87	20.71
Male	242	230	95.04	4.96	31.30
American Indian or Alaska Native	--	--	--	--	--
Asian	48	45	93.75	6.25	33.33
Black or African American	27	27	100.00	0.00	11.11
Filipino	22	22	100.00	0.00	36.36
Hispanic or Latino	120	114	95.00	5.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	29	93.55	6.45	37.93
White	156	150	96.15	3.85	31.33
English Learners	25	20	80.00	20.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	158	152	96.20	3.80	19.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	61	96.83	3.17	4.92

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

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

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

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

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
Science (grades 5, 8, and high school)	28.37	28.55	36.18	36.00	30.29	30.73

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	854	827	96.84	3.16	28.54
Female	376	366	97.34	2.66	27.05
Male	478	461	96.44	3.56	29.72
American Indian or Alaska Native	--	--	--	--	--
Asian	113	109	96.46	3.54	39.45
Black or African American	55	54	98.18	1.82	12.96
Filipino	37	37	100.00	0.00	40.54
Hispanic or Latino	216	209	96.76	3.24	17.22
Native Hawaiian or Pacific Islander	21	21	100.00	0.00	23.81
Two or More Races	73	68	93.15	6.85	32.35
White	336	326	97.02	2.98	32.82
English Learners	52	47	90.38	9.62	2.13
Foster Youth	--	--	--	--	--
Homeless	21	20	95.24	4.76	15.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	331	322	97.28	2.72	20.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	106	99	93.40	6.60	11.11

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

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

EGHS offers three types of CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA) feature cohort scheduling in CTE and academic core classes, integrated projects, and work-based learning opportunities. Each CPA has a coordinator dedicated to facilitating a holistic approach to support and intervention for the students by collaborating with all teachers to establish a small school environment. EGHS has two CPAs: Technology and Digital Arts (TDA) - In this academy students have the opportunity to utilize technology along with art to design and develop a variety of graphic art products. The TDA Academy also works closely with their counselor to provide Social Emotional Supports for students. Sustainable Agriculture and Green Education (SAGE) - As part of the Agriculture program the SAGE Academy students are challenged to further develop their interest in agriculture by looking ahead at the sustainability and environmental impact of the industry. High Quality Career Pathways (HQCP) HQCPs consist of a three-year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. EGHS has three pathways: Agriculture Science, Automotive Technology, and Culinary Arts. After taking the introductory, concentrator and capstone courses, students are completers and often eligible for entry level positions in the industry sector. Explore CTE programs are open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. Currently students from across the district are welcome in the Welding and Automotive programs. All CTE programs have an advisory committee that includes industry representatives for guidance and input. CTE programs at EGHS also allow students to meet graduation requirements and complete A-G requirements through courses that incorporate state-adopted academic standards. EGUSD's Department of College and Career Connections supports EGHS's CTE programs through strategic planning, oversight, and professional development.

Career Technical Education Participation (School Year 2023 - 2024)

Measure	CTE Program Participation
Number of pupils participating in CTE	1030
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	15.90%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	77.40%

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

UC/CSU Course Measure	Percent
2023 - 2024 Pupils Enrolled in Courses Required for UC/CSU Admission	96.64%
2022 - 2023 Graduates Who Completed All Courses Required for UC/CSU Admission	54.08%

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 2023 - 2024)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9	88%	85%	84%	84%	83%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024 - 2025)

Family involvement is essential to improving student success. The Parent Teacher Student Organization, School Site Council, English Language Advisory Committee, and booster clubs are examples of how parents can be involved. Parents are encouraged to register for ParentVue in our front office. ParentVue through Synergy allows parents to receive information about assignments, grades and attendance. Contact us at 916-686-7741 to find out about parent involvement opportunities.

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 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Dropout Rate	4%	3.2%	4.7%	4.3%	5.2%	4.7%	7.8%	8.2%	8.9%
Graduation Rate	93.4%	92.2%	92%	91.1%	88.9%	90%	87%	86.2%	86.4%

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

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023 - 2024)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	423	389	92.0
Female	194	185	95.4
Male	229	204	89.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	63	57	90.5
Black or African American	25	23	92.0
Filipino	15	14	93.3
Hispanic or Latino	97	87	89.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	41	37	90.2
White	173	162	93.6
English Learners	34	25	73.5
Foster Youth	--	--	--
Homeless	12	12	100.0
Socioeconomically Disadvantaged	212	191	90.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	48	31	64.6

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.

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

Chronic Absenteeism by Student Group (School Year 2023 - 2024)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1793	1736	369	21.3%
Female	809	776	168	21.6%
Male	984	960	201	20.9%
Non-Binary	--	--	--	--%
American Indian or Alaska Native	--	--	--	--%
Asian	241	227	29	12.8%
Black or African American	133	127	47	37.0%
Filipino	73	69	12	17.4%
Hispanic or Latino	494	478	109	22.8%
Native Hawaiian or Pacific Islander	37	37	11	29.7%
Two or More Races	176	170	46	27.1%
White	631	620	113	18.2%
English Learners	126	119	31	26.1%
Foster Youth	--	--	--	--%
Homeless	38	34	16	47.1%
Socioeconomically Disadvantaged	747	715	205	28.7%
Students Receiving Migrant Education Services	--	--	--	--%
Students with Disabilities	286	275	93	33.8%

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

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

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

Suspensions and Expulsions

Rate	School 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Suspensions	6.91%	5.37%	6.47%	4.22%	3.81%	4.04%	3.17%	3.60%	3.28%
Expulsions	0.1%	0.1%	0.3%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

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

Suspensions and Expulsions by Student Group (School Year 2023 - 2024)

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.47%	0.28%
Female	4.57%	0.00%
Male	8.03%	0.51%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	3.32%	0.00%
Black or African American	18.05%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	10.32%	0.81%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	6.25%	0.00%
White	3.49%	0.16%
English Learners	8.73%	0.00%
Foster Youth	0.00%	0.00%
Homeless	13.16%	2.63%
Socioeconomically Disadvantaged	9.24%	0.54%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	14.69%	0.00%

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

School Safety Plan (School Year 2024 - 2025)

Your child's safety is the top priority at Elk Grove High School and our district is committed to providing a safe, secure environment for learning. The Comprehensive School Safety Plan is a collaborative work and was last updated in October of 2024. The plan is annually reviewed by staff and the School Site Council. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the office of our school. Additionally, all teachers and office areas have an Emergency Binder outlining protocols for the various emergencies. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students. Campus security staff monitors before, during, and after school, in addition to after school events, such as games and dances.

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 2021 - 2022)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	23	27	26	26
Mathematics	25	19	25	21
Science	23	17	16	12
Social Science	25	19	22	27

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	23	33	19	27
Mathematics	25	20	27	17
Science	19	27	16	6
Social Science	24	23	26	20

* 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 2023 - 2024)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	25	20	19	27
Mathematics	26	16	24	17
Science	23	15	16	7
Social Science	26	17	14	28

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

Ratio of Pupils to Academic Counselors (School Year 2023 - 2024)

Title	Ratio
Pupils to Academic Counselors*	338.4

*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 2023 - 2024)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	4

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022 - 2023)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$11,329	$2,488	$8,841	$99,980
District	N/A	N/A	$10,705	$93,310
Percent Difference - School Site and District	N/A	N/A	-19.07%	6.90%
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-19.68%	5.50%

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

Types of Services Funded (Fiscal Year 2023 - 2024)

All interested students are encouraged to participate in Honors and Advanced Placement courses. Special Education courses and services for students with Individualized Education Plans provide support to students in content areas. Advancement Via Individual Determination or AVID is a 4-year program to support students who may be the first in their families to pursue college after high school.

Teacher and Administrative Salaries (Fiscal Year 2022 - 2023)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54,010	$56,573
Mid-Range Teacher Salary	$77,387	$87,186
Highest Teacher Salary	$112,313	$119,665
Average Principal Salary (Elementary)	$142,835	$148,486
Average Principal Salary (Middle)	$140,870	$154,835
Average Principal Salary (High)	$157,333	$170,008
Superintendent Salary	$441,092	$338,699
Percent of Budget for Teacher Salaries	33.00%	31.41%
Percent of Budget for Administrative Salaries	4.00%	4.86%

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 2023 - 2024)
Percent of Students in AP Courses: 29%

Subject	Number of AP Courses Offered*
Computer Science	0
English	8
Fine and Performing Arts	2
Foreign Language	3
Mathematics	5
Science	7
Social Science	13
Total AP Courses Offered*	38

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

Professional Development

Elk Grove High School staff is dedicated to ongoing professional development. Teachers at Elk Grove High access a variety of learning opportunities through the district's Professional Learning department as well as outside educational institutions. Courses focus on expanding content area knowledge and strategies to meet the needs of a diverse student population. Currently all staff members are beginning a series of courses focused on better addressing Diversity, Equity and Inclusion. Teachers meet in curriculum teams or PLCs at least monthly on late start Wednesdays to collaborate on lesson plans, pacing guides and develop common assessments. Minimum days are scheduled throughout the year to provide extended time for collaboration or site-based workshops. Finally, the district offers a variety of classes for teachers and support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work.

	2022 - 2023	2023 - 2024	2024 - 2025
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7