

California Department of Education School Accountability Report Card

Reported Using Data from the 2023 - 2024 School Year
Published During 2024 - 2025

For: Las Flores High School

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

Phone: 916-399-9890
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 Contact Information (School Year 2024 - 2025)

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	Las Flores High School
Street	5900 Bamford Dr
City, State, Zip	Sacramento, CA 95823
Phone Number	916-399-9890
Principal	Justine Fuller
E-mail Address	JFULLER@egusd.net
Web Site	https://LFHS.egusd.net
Grade Span	9th Grade - 12th Grade
County-District-School(CDS) Code	34673143430352

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

Las Flores High School K-12
A Community of Lifelong Learners!

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

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

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

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

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

- An individualized learning plan developed for each student
- A focus on our core values: Las Flores Falcons are Respectful, Responsible, and Resilient
- An independent study format that allows students to pursue assignments at their pace
- Chromebooks provided for every student
- Concurrent enrollment at local community colleges for qualifying students

Parental support and involvement continue to be important aspects of the success of Las Flores High School students. Parents are encouraged to join our School Site Council which is instrumental in developing and monitoring our site Local Control Accountability Plan (LCAP) that describes the actions, services, and expenditures that support student growth. Parents are welcome to visit or call our school at any time (916) 399-9890.

Justine Fuller,
Principal
Las Flores High School

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

Grade Level	Number of Students
Kindergarten	9
Grade 1	14
Grade 2	16
Grade 3	25
Grade 4	20
Grade 5	24
Grade 6	26
Grade 7	38
Grade 8	59
Grade 9	62
Grade 10	84
Grade 11	109
Grade 12	110
Total Enrollment	596

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

Student Group	Percent of Total Enrollment
Female	54.90%
Male	45.10%
Non-Binary	0.00%
American Indian or Alaska Native	1.00%
Asian	13.90%
Black or African American	14.60%
Filipino	3.00%
Hispanic or Latino	36.20%
Native Hawaiian or Pacific Islander	3.00%
Two or More Races	12.90%
White	15.30%
English Learners	9.90%
Foster Youth	0.70%
Homeless	3.40%
Migrant	0.00%
Socioeconomically Disadvantaged	68.00%
Students with Disabilities	7.60%

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Preparation and Placement (School Year 2020 - 2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.40	26.94%	2617.20	92.08%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	22.10	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	44.70	1.57%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.48%	54.70	1.93%	12115.80	4.41%
Unknown/Incomplete/NA	12.00	72.52%	103.30	3.64%	18854.30	6.86%
Total Teaching Positions	16.60	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)	27.70	58.21%	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)	0.00	0.00%	42.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	19.90	41.79%	72.10	2.37%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	161.10	5.30%	15831.90	5.67%
Total Teaching Positions	47.60	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)	15.30	51.67%	2764.10	90.32%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	41.30	1.35%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	60.90	1.99%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	14.30	48.30%	70.40	2.30%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	123.40	4.03%	14303.80	5.15%
Total Teaching Positions	29.60	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	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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
Local Assignment Options	0.00	19.90	14.3
Total Out-of-Field Teachers	0.00	19.90	14.3

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%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	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
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book</i> Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition Adopted EGUSD 2017	Yes	0
English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - <i>Advanced Language & Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2023 Adopted EGUSD 2023 12th - <i>Literature & Composition</i> , Bedford/St. Martins © 2022 Adopted EGUSD 2022	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
Mathematics	All Math books K-12 are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Envision Math</i> , © 2020, © 2021 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2023	Yes	0

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

AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Campbell Biology in Focus</i> , Pearson © 2020; <i>Chemistry: A Molecular Approach</i> , Pearson © 2023; <i>Environmental Science for the AP Course</i> , Bedford/St. Martin © 2019; Adopted EGUSD 2022	Yes	0
	<i>College Physics</i> , Cengage © 2023 Adopted EGUSD 2024		
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Standard Level Biology 3e</i> , <i>Higher Level Biology 3e</i> , <i>Standard Level Chemistry 3e</i> , <i>Higher Level Chemistry 3e</i> , 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
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World History Culture & Geography: The Modern World</i> © 2019, <i>United States History & Geography, Continuity & Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020	Yes	0
	<i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022		
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022		
	<i>Give Me Liberty!</i> © 2020, W.W. Norton; <i>Ways of the World</i> © 2023, <i>American Government</i> © 2021, <i>Comparative Government</i> © 2023, <i>Krugman's Economics</i> © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017		
	<i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0
	<i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022		

Foreign Language	All 7-12 World language books are provided one per student.	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.	<p><i>Adventures in Japanese 1 & 2</i>, Cheng & Tsui © 2016; <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCultures 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021 Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p>	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>AP Courses: <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, Wayside © 2012 Adopted EGUSD 2021</p>	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>IB Courses: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press Adopted EGUSD 2019</p> <p><i>Dekiru!</i>, © 2017, Cheng & Tsui Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p>	Yes	0

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

School Facility Conditions and Planned Improvements (School Year 2024 - 2025)

The current Las Flores campus became the Las Flores site in 1988 and the campus staff work together to ensure that the site is clean, safe, and functional. Electrical and plumbing improvements have been made over the years, and new furniture and electrical upgrades were recently completed in 2022. The custodians provide daily upkeep and the district Maintenance and Operations department provides ongoing maintenance and improvements to the facilities and buildings. The campus has a facilities survey that is conducted yearly to ensure the site repairs and updates are made regularly. We share a large back field where students participate in PE activities and social events and are developing a Farm to Fork Garden Club.

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 : 7/3/2024

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: 7/3/2024

Overall Rating

Exemplary	Good	Fair	Poor
X			

The district's Maintenance and Grounds departments work with the administrator and school site custodians to ensure that school buildings, classrooms, and grounds are maintained to provide a safe and functional learning environment for all students and staff. Repair needs are resolved by the school custodian or maintenance staff. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. Masks are available in the front office and sanitation and child safe cleaning equipment and supplies are provided to each classroom.

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

In 2022 the Las Flores campus received an upgraded electrical and lighting remodel and all new classroom furniture. In August 2024, the High School staff moved back onto the campus. In November of 2024, Measure N (a school facilities bond) was approved by California voters. The district has developed a Facility Master Plan to outline upgrades and modernization for school sites. Some of the projects planned for Las Flores include modernizing classroom features, building a playground, building upgrades including heating/air conditioning, roofing and alarms, and technological improvements.

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)	42%	40%	51%	51%	46%	47%
Mathematics (grades 3-8 and 11)	21%	26%	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	350	239	68.29	31.71	39.50
Female	184	129	70.11	29.89	42.97
Male	166	110	66.27	33.73	35.45
American Indian or Alaska Native	--	--	--	--	--
Asian	49	35	71.43	28.57	45.71
Black or African American	49	29	59.18	40.82	24.14
Filipino	12	9	75.00	25.00	--
Hispanic or Latino	112	79	70.54	29.46	32.05
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	--
Two or More Races	55	40	72.73	27.27	47.50
White	60	36	60.00	40.00	52.78
English Learners	34	22	64.71	35.29	33.33
Foster Youth	0	0	0	0	0
Homeless	14	7	50.00	50.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	245	164	66.94	33.06	32.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	15	46.88	53.12	33.33

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	352	227	64.49	35.51	26.43
Female	185	122	65.95	34.05	23.77
Male	167	105	62.87	37.13	29.52
American Indian or Alaska Native	--	--	--	--	--
Asian	52	36	69.23	30.77	33.33
Black or African American	49	25	51.02	48.98	16.00
Filipino	12	9	75.00	25.00	--
Hispanic or Latino	112	76	67.86	32.14	14.47
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	--
Two or More Races	54	36	66.67	33.33	38.89
White	60	34	56.67	43.33	35.29
English Learners	34	23	67.65	32.35	13.04
Foster Youth	0	0	0	0	0
Homeless	14	7	50.00	50.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	247	154	62.35	37.65	24.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	13	39.39	60.61	7.69

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)	19.34	18.02	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	262	111	42.37	57.63	18.02
Female	138	63	45.65	54.35	19.05
Male	123	48	39.02	60.98	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	33	16	48.48	51.52	6.25
Black or African American	38	11	28.95	71.05	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	87	37	42.53	57.47	10.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	16	45.71	54.29	18.75
White	53	20	37.74	62.26	30.00
English Learners	26	16	61.54	38.46	0.00
Foster Youth	0	0	0	0	0
Homeless	12	1	8.33	91.67	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	199	83	41.71	58.29	14.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	5	26.32	73.68	--

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

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

Career Technical Education (CTE) provides opportunities for LFHS students to prepare for college, career and life through a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around support to help students develop the 21st-century skills and habits they will need to succeed after graduation. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Guidance counselors offer support focused on achieving the outcomes described in the EGUSD Graduate Profile. LFHS students have access to Explore CTE programs such as medical assistant, EKG technician, phlebotomy technician, culinary arts, video production, and more. Explore CTE programs, open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. Individual student assessment of work readiness skills takes place through end-of-course exams, projects, portfolios, industry certifications, or other means. We measure the success of the program by the certificates of completion earned based on the number of units students complete, and the college credits earned. Our CTE teams complete a rigorous self-reflection process, followed by district certification. The district collects data regarding continued education and employment from students one year after graduation as part of the Carl D. Perkins reporting process. Onsite our career studies course introduces students to multiple career options and preparation for college through portfolios, mock interviews, and investigations. Students may also enroll in work experience, providing both employment and credits, with the benefit of LFHS teacher guidance.

Career Technical Education Participation (School Year 2023 - 2024)

Measure	CTE Program Participation
Number of pupils participating in CTE	193
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

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

UC/CSU Course Measure	Percent
2023 - 2024 Pupils Enrolled in Courses Required for UC/CSU Admission	99.73%
2022 - 2023 Graduates Who Completed All Courses Required for UC/CSU Admission	20.31%

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	58%	65%	67%	65%	69%
9	40%	40%	40%	40%	40%

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 \(School Year 2024 - 2025\)](#)

Parents are encouraged to volunteer at student activities and field trips, attend school functions, and join the School Site Council or English Learners Advisory Council - parent groups that assist the principal with important decisions. We also host quarterly Family Engagement Nights, weekly PE and art classes and offer our Falcon TV Media Club to provide in person learning and socialization opportunities for our students and families. For more information, contact the school secretary at (916) 399-9890 or via email at vecrowde@egusd.net.

State Priority: Pupil Engagement

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

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

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

Indicator	School 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	17.9%	19.4%	21.1%	4.3%	5.2%	4.7%	7.8%	8.2%	8.9%
Graduation Rate	77%	71%	71.8%	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	142	102	71.8
Female	67	52	77.6
Male	75	50	66.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	19	15	78.9
Black or African American	24	14	58.3
Filipino	--	--	--
Hispanic or Latino	56	42	75.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	27	20	74.1
English Learners	17	13	76.5
Foster Youth	--	--	--
Homeless	11	6	54.5
Socioeconomically Disadvantaged	101	73	72.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	9	75.0

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	984	826	356	43.1%
Female	514	435	188	43.2%
Male	470	391	168	43.0%
Non-Binary	--	--	--	--%
American Indian or Alaska Native	12	--	--	--%
Asian	137	116	45	38.8%
Black or African American	174	132	72	54.5%
Filipino	25	22	4	18.2%
Hispanic or Latino	343	288	136	47.2%
Native Hawaiian or Pacific Islander	25	24	6	25.0%
Two or More Races	122	102	38	37.3%
White	146	132	49	37.1%
English Learners	123	101	51	50.5%
Foster Youth	--	--	--	--%
Homeless	57	45	35	77.8%
Socioeconomically Disadvantaged	712	588	292	49.7%
Students Receiving Migrant Education Services	--	--	--	--%
Students with Disabilities	117	80	47	58.8%

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	0.05%	0.00%	0.20%	4.22%	3.81%	4.04%	3.17%	3.60%	3.28%
Expulsions	0.0%	0.0%	0.0%	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	0.20%	0.00%
Female	0.00%	0.00%
Male	0.43%	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	0.29%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.68%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.14%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.85%	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)

A safe, caring, and supportive learning environment is important to the academic success of all of our students. The Las Flores School Safety Plan is reviewed and updated annually, and was most recently updated in September 2024. All campus visitors must register in our school office prior to coming on campus. Supervision is provided during school hours and at all after school events and the district's Safety and Security Department works closely with our school site to provide a safe environment for all students. An Emergency Handbook, outlining a plan of action for emergencies, is kept in the school office and in all classrooms. Regular student safety drills are conducted quarterly and random school safety inspections are conducted by the district and County of Sacramento.

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

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

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	8	54	4	0
Mathematics	6	44	4	0
Science	6	30	4	0
Social Science	7	71	4	0

* 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	9	56	2	1
Mathematics	5	40	1	1
Science	5	35	1	
Social Science	6	80	1	

* 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*	596

*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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	

* 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	\$6,061	\$748	\$5,313	\$149,460
District	N/A	N/A	\$10,705	\$93,310
Percent Difference - School Site and District	N/A	N/A	-67.32%	46.26%
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-67.87%	44.93%

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

Types of Services Funded (Fiscal Year 2023 - 2024)

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

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: 1.4%

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

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

Professional Development

Las Flores and the Elk Grove Unified School District offer a variety of professional learning opportunities for teachers and support staff. Las Flores has implemented a professional development emphasis on the principles of High Quality Instruction, which include clear learning targets and success criteria, formative and summative assessments, opportunities for student talk, and active student participation. These principles are designed to foster and improve student learning. Las Flores teachers regularly attend training opportunities and workshops focusing on English Language Arts and Mathematics curricular materials as well online learning teaching strategies and technology. Wednesday afternoons are dedicated to professional development and staff training. All staff members are supported in participating in activities and in attending trainings outside of the school day that enhance their professional growth.

	2022 - 2023	2023 - 2024	2024 - 2025
Number of school days dedicated to Staff Development and Continuous Improvement	10	14	20