

## California Department of Education School Accountability Report Card

Reported Using Data from the 2024 - 2025 School Year  
Published During 2025 - 2026

### For: Elk Grove High School

**Address:** 8850 Valley Oak Lane, Elk Grove, CA 95624  
**Principal:** Rudy Ortega Jr

**Phone:** 916-686-7741  
**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 2025 - 2026)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	www.egusd.net
<b>Superintendent</b>	David Reilly
<b>E-mail Address</b>	dereilly@egusd.net

### School Contact Information (School Year 2025 - 2026)

<b>School Name</b>	Elk Grove High School
<b>Street</b>	8850 Valley Oak Lane
<b>City, State, Zip</b>	Elk Grove, CA 95624
<b>Phone Number</b>	916-686-7741
<b>Principal</b>	Rudy Ortega Jr
<b>E-mail Address</b>	Rortegaj@egusd.net
<b>Web Site</b>	http://eghs.egusd.net
<b>Grade Span</b>	9th Grade - 12th Grade
<b>County-District-School(CDS) Code</b>	34673143432572

### School Description and Mission Statement (School Year 2025 - 2026)

Elk Grove High School  
"Level Up"

It is with pride and excitement that I share this year's School Accountability Report Card. This report highlights the growth, progress, and dedication of our students, staff, and families. At Elk Grove High School, our core values of Honor, Effort, Respect, and Determination guide everything we do, and they continue to shape the strong foundation of our school community.

This year's theme, Level Up, speaks to our commitment to continuous improvement. Whether it's taking on more rigorous coursework, developing stronger relationships, or pushing ourselves to grow in new ways, our goal is to support every student in moving forward with confidence and purpose.

Our students show what "leveling up" looks like every day, through their academic success, their involvement in athletics and the arts, and their leadership on campus. Their determination and resilience are matched by our teachers and staff, who work tirelessly to create classrooms and programs where students are challenged, supported, and inspired.

We are also strengthened by the partnerships we share with parents, guardians, and community members. Your involvement helps ensure that Elk Grove High School is a place where every student feels welcome, valued, and equipped to reach their goals.

As we celebrate our accomplishments and look ahead, we remain committed to providing a safe, inclusive, and engaging learning environment. Together, we will continue to build on our progress and help our students take the next step: academically, socially, and personally.

Thank you for your ongoing support of Elk Grove High School. I am grateful to lead this community, and I look forward to seeing all the ways our students will Level Up this year.

Rudy Ortega  
Principal, Elk Grove High School

### Student Enrollment by Grade Level (School Year 2024 - 2025)

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	449
Grade 10	397
Grade 11	395
Grade 12	443
Total Enrollment	1684

### Student Enrollment by Student Group (School Year 2024 - 2025)

Student Group	Percent of Total Enrollment
Female	45.13%
Male	54.69%
Non-Binary	0.18%
American Indian or Alaska Native	0.59%
Asian	12.29%
Black or African American	7.01%
Filipino	3.68%
Hispanic or Latino	29.69%
Native Hawaiian or Pacific Islander	2.02%
Two or More Races	10.45%
White	34.26%
English Learners	4.99%
Foster Youth	0.12%
Homeless	1.07%
Migrant	0.00%
Socioeconomically Disadvantaged	46.91%
Students with Disabilities	16.51%

## 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 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)	83.9	93.06%	2737.2	90.11%	234405.2	84%
Intern Credential Holders Properly Assigned	0	0%	24.8	0.82%	4853	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	2.22%	42.2	1.39%	12001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.14%	72.1	2.37%	11953.1	4.28%
Unknown/Incomplete/NA	4.1	4.56%	161.1	5.3%	15831.9	5.67%
Total Teaching Positions	90.1	100%	3037.4	100%	279044.8	100%

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

### Teacher Preparation and Placement (School Year 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)	78.9	88.8%	2764.1	90.32%	231142.4	83.24%
Intern Credential Holders Properly Assigned	1	1.13%	41.3	1.35%	5566.4	2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.4	2.71%	60.9	1.99%	14938.3	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.6	1.82%	70.4	2.3%	11746.9	4.23%
Unknown/Incomplete/NA	4.9	5.51%	123.4	4.03%	14303.8	5.15%
Total Teaching Positions	88.8	100%	3060.4	100%	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.

## Teacher Preparation and Placement (School Year 2023 - 2024)

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)	76.6	92.15%	2733.3	88.99%	230039.4	100%
Intern Credential Holders Properly Assigned	1	1.2%	51.1	1.66%	6213.8	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	1.2%	93.7	3.05%	16855	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	0.65%	63.8	2.08%	12112.8	4.34%
Unknown/Incomplete/NA	3.9	4.8%	129.4	4.21%	13705.8	4.91%
<b>Total Teaching Positions</b>	<b>83.1</b>	<b>100%</b>	<b>3071.5</b>	<b>100%</b>	<b>278927.1</b>	<b>100%</b>

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	2021 - 2022	2022 - 2023	2023 - 2024
Permits and Waivers	1	0.7	0.5
Misassignments	1	1.6	0.4
Vacant Positions	0	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2</b>	<b>2.4</b>	<b>1</b>

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

Indicator	2021 - 2022	2022 - 2023	2023 - 2024
Credentialed Teachers Authorized on a Permit or Waiver	0	0.9	0.5
Local Assignment Options	0.1	0.6	0
<b>Total Out-of-Field Teachers</b>	<b>0.1</b>	<b>1.6</b>	<b>0.5</b>

## Class Assignments

Indicator	2021 - 2022	2022 - 2023	2023 - 2024
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.4%	1.6%	0.8%
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%	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 2025 - 2026)

Year and month in which data were collected: September 3, 2025

Textbooks and Instructional Materials   Year of Adoption (Translation of textbook names available on request)			
Subject		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<b>All English/Language Arts books K-12 are provided one per student.</b>		
<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, © 2023 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 2024	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:	10th Honors - <i>Advanced Language &amp; Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018  9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2023; 9th Honors - <i>Foundations of Language &amp; Literature</i> , Bedford, Freeman & Worth © 2023 Adopted EGUSD 2024	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 &amp; 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
<b>Mathematics</b>	<b>All Math books K-12 are provided one per student.</b>		
<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

<p><i>Imagine IM Math</i>, © 2024 in grades 7-8 and <i>Reveal Math 1</i> © 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:</p>	<p>7th-8th <i>Imagine IM, Imagine Learning</i> © 2024; <i>Reveal Integrated Math 1</i>, McGraw Hill © 2020 Adopted EGUSD 2024</p>	Yes	0
<p>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:</p>	<p>9th-12th <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018  <i>Reveal IM Math 1-3 McGraw Hill</i> Cengage © 2020 Adopted EGUSD 2024  <i>Statistics &amp; Probability with Applications 3e</i> Bedford Freeman &amp; Worth © 2025; Adopted EGUSD 2025</p>	Yes	0
<p>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:</p>	<p>AP Courses: <i>Pre-Calculus: Graphical, Numerical AP</i>, Pearson © 2024; <i>Calculus for AP 2nd Ed.</i>, Cengage © 2021; <i>Calculus: Graphical, Numerical</i>, Pearson 2020; <i>Practice of Statistics</i>, 7th Ed., WH Freeman &amp; Co. © 2024; Adopted EGUSD 2025</p>	Yes	0
<p>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:</p>	<p>IB Courses: Mathematics Core Topics SL1 © 2019; Mathematics Core Topics HL1 © 2019; Mathematics Analysis &amp; Approaches SL2 © 2019; Mathematics Analysis &amp; Approaches HL2 © 2019; Mathematics Applications &amp; Interpretation SL2 © 2019, Haese Mathematics; Adopted EGUSD 2020  Calculus: Graphical, Numerical, Pearson © 2020 Adopted EGUSD 2025</p>	Yes	0
<b>Science</b>	<b>All 2-12 Science books are provided one per student.</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	Yes	0
<p>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:</p>	<p>K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021</p>	Yes	0
<p>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:</p>	<p>6th - <i>Earth &amp; Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020</p>	Yes	0
<p>Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p><i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006  <i>Foundations in Microbiology</i>, McGraw Hill, © 2005 Adopted EGUSD 2008  <i>The Living Earth</i>, © 2019, <i>Physics in the Universe</i>, © 2019, <i>STEMscopes</i>, <i>Experience Chemistry</i>, © 2019 Pearson; Adopted EGUSD 2020  <i>Foundations of Astronomy</i>, Cengage © 2019, <i>Criminalistics</i>, Pearson © 2021, <i>Hole's</i></p>	Yes	0

	<i>Essentials of Anatomy &amp; Physiology</i> © 2021, McGraw Hill; <i>Visualizing Environmental Science</i> , McGraw Hill © 2017; Adopted EGUSD 2022		
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, Higher Level Biology 3e, Standard Level Chemistry 3e, Higher Level Chemistry 3e</i> , Pearson © 2023 Adopted EGUSD 2024	Yes	0
<b>History-Social Science</b>	<b>All 1-12 History-Social Science books are provided one per student.</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<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 &amp; 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 &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; 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

Foreign Language	All 7-12 World language books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<p>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>	<p><i>Adventures in Japanese 1 &amp; 2</i>, Cheng &amp; Tsui © 2016; <i>Dekiru!</i>, Cheng &amp; Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCulturas 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021                      Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng &amp; Tsui, © 2018;                      Adopted EGUSD 2023</p>	<p>Yes</p>	<p>0</p>
<p>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>	<p>AP Courses:  <i>Dekiru!</i>, Cheng &amp; 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>	<p>Yes</p>	<p>0</p>
<p>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>	<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 &amp; Tsui                      Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng &amp; Tsui, © 2018;                      Adopted EGUSD 2023</p>	<p>Yes</p>	<p>0</p>

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All K - 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
	K-6th: No student books Art Kits, Davis Arts Education © 2024 Adopted EGUSD 2024		
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 2025 - 2026)**

The campus was built in 1963, however we recently underwent 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 : 1/10/2025

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

**Overall Facility**

Year and month of the most recent FIT report: 1/10/2025

**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, which was completed in 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 2023 - 2024	School 2024 - 2025	District 2023 - 2024	District 2024 - 2025	State 2023 - 2024	State 2024 - 2025
English Language Arts/Literacy (grades 3-8 and 11)	55%	51%	51%	54%	47%	48%
Mathematics (grades 3-8 and 11)	27%	32%	41%	43%	35%	37%

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 2024 - 2025)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	381	365	95.80	4.20	50.96
Female	177	169	95.48	4.52	55.62
Male	204	196	96.08	3.92	46.94
American Indian or Alaska Native	--	--	--	--	--
Asian	55	52	94.55	5.45	61.54
Black or African American	20	20	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	111	105	94.59	5.41	41.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	36	94.74	5.26	41.67
White	139	134	96.40	3.60	60.45
English Learners	21	16	76.19	23.81	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	84	93.33	6.67	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	9.26

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 2024 - 2025)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	381	369	96.85	3.15	32.25
Female	177	170	96.05	3.95	28.82
Male	204	199	97.55	2.45	35.18
American Indian or Alaska Native	--	--	--	--	--
Asian	55	54	98.18	1.82	38.89
Black or African American	20	20	100.00	0.00	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	111	106	95.50	4.50	16.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	36	94.74	5.26	27.78
White	139	135	97.12	2.88	46.67
English Learners	21	20	95.24	4.76	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	85	94.44	5.56	21.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	5.56

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 2023 - 2024	School 2024 - 2025	District 2023 - 2024	District 2024 - 2025	State 2023 - 2024	State 2024 - 2025
Science (grades 5, 8, and high school)	28.55	30.54	36	35.36	30.73	32.33

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 2024 - 2025)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	793	775	97.73	2.27	30.84
Female	356	345	96.91	3.09	28.12
Male	437	430	98.40	1.60	33.02
American Indian or Alaska Native	--	--	--	--	--
Asian	105	103	98.10	1.90	42.72
Black or African American	49	49	100.00	0.00	14.29
Filipino	30	30	100.00	0.00	53.33
Hispanic or Latino	226	221	97.79	2.21	20.81
Native Hawaiian or Pacific Islander	16	16	100.00	0.00	18.75
Two or More Races	69	65	94.20	5.80	24.62
White	294	287	97.62	2.38	36.59
English Learners	35	34	97.14	2.86	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	200	193	96.50	3.50	23.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	113	111	98.23	1.77	9.91

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 2024 - 2025)

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 2024 - 2025)

Measure	CTE Program Participation
Number of pupils participating in CTE	1093
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	77.00%

### Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements (School Year 2024 - 2025)

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	96.98%
Graduates Who Completed All Courses Required for UC/CSU Admission	50.14%

**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 2024 - 2025)**

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	90%	91%	89%	87%	92%

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 \(School Year 2025 - 2026\)](#)

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 2022 - 2023	School 2023 - 2024	School 2024 - 2025	District 2022 - 2023	District 2023 - 2024	District 2024 - 2025	State 2022 - 2023	State 2023 - 2024	State 2024 - 2025
Dropout Rate	3.2%	4.7%	8.9%	5.2%	4.7%	4.5%	8.2%	8.9%	8%
Graduation Rate	92.2%	92%	86.7%	88.9%	90%	89.6%	86.2%	86.4%	87.5%

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 2024 - 2025)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	414	359	86.7
Female	175	162	92.6
Male	239	197	82.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	51	43	84.3
Black or African American	34	28	82.4
Filipino	21	18	85.7
Hispanic or Latino	111	93	83.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	30	29	96.7
White	156	138	88.5
English Learners	34	22	64.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	220	186	84.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	67	41	61.2

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

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

### Chronic Absenteeism by Student Group (School Year 2024 - 2025)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1782	1734	365	21.0%
Female	820	792	203	25.6%
Male	962	942	162	17.2%
Non-Binary	--	--	--	--%
American Indian or Alaska Native	--	--	--	--%
Asian	225	216	33	15.3%
Black or African American	131	128	36	28.1%
Filipino	70	69	11	15.9%
Hispanic or Latino	527	512	110	21.5%
Native Hawaiian or Pacific Islander	35	34	9	26.5%
Two or More Races	178	175	48	27.4%
White	606	590	115	19.5%
English Learners	109	104	30	28.8%
Foster Youth	--	--	--	--%
Homeless	30	27	12	44.4%
Socioeconomically Disadvantaged	887	859	224	26.1%
Students Receiving Migrant Education Services	--	--	--	--%
Students with Disabilities	300	294	89	30.3%

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

**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 2022 - 2023	School 2023 - 2024	School 2024 - 2025	District 2022 - 2023	District 2023 - 2024	District 2024 - 2025	State 2022 - 2023	State 2023 - 2024	State 2024 - 2025
Suspensions	5.37%	6.47%	5.67%	3.81%	4.04%	3.70%	3.60%	3.28%	2.94%
Expulsions	0.1%	0.3%	0.2%	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 2024 - 2025)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.67%	0.17%
Female	3.66%	0.24%
Male	7.38%	0.10%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.22%	0.00%
Black or African American	16.03%	1.53%
Filipino	1.43%	0.00%
Hispanic or Latino	7.78%	0.19%
Native Hawaiian or Pacific Islander	2.86%	0.00%
Two or More Races	5.62%	0.00%
White	3.47%	0.00%
English Learners	5.50%	0.00%
Foster Youth	0.00%	0.00%
Homeless	20.00%	3.33%
Socioeconomically Disadvantaged	8.12%	0.34%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.33%	0.67%

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 \(School Year 2025 - 2026\)](#)

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 2025. 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 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2024 - 2025)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	26	16	23	24
Mathematics	25	18	23	17
Science	24	12	22	2
Social Science	26	14	12	31

\* 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 2024 - 2025)**

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 2024 - 2025)**

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**	5.2

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

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023 - 2024)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$12,160	\$2,594	\$9,566	\$93,343
District	N/A	N/A	\$11,486	\$94,580
Percent Difference - School Site and District	N/A	N/A	-18.24%	-1.32%
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-15.26%	-7.22%

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

**Types of Services Funded (Fiscal Year 2024 - 2025)**

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 2023 - 2024)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,510	\$60,863
Mid-Range Teacher Salary	\$78,887	\$93,575
Highest Teacher Salary	\$113,813	\$125,548
Average Principal Salary (Elementary)	\$152,948	\$157,645
Average Principal Salary (Middle)	\$154,885	\$165,341
Average Principal Salary (High)	\$168,790	\$182,580
Superintendent Salary	\$441,092	\$357,064
Percent of Budget for Teacher Salaries	30.25%	30.36%
Percent of Budget for Administrative Salaries	3.57%	4.88%

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 2024 - 2025)

Percent of Students in AP Courses: 28.8%

Subject	Number of AP Courses Offered*
Computer Science	1
English	8
Fine and Performing Arts	1
Foreign Language	3
Mathematics	7
Science	5
Social Science	11
Total AP Courses Offered*	57

\*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.

	2023 - 2024	2024 - 2025	2025 - 2026
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	8