California Department of Education
School Accountability Report Card

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

For: Elk Grove Charter Academy

Address: 10065 Atkins Dr, Elk Grove, CA 95757
Principal: Marc Lavine
Phone: 916-714-1653
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)

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

School Contact Information (School Year 2025 - 2026)

School Name	Elk Grove Charter Academy
Street	10065 Atkins Dr
City, State, Zip	Elk Grove, CA 95757
Phone Number	916-714-1653
Principal	Marc Lavine
E-mail Address	MLavine@egusd.net
Web Site	http://egcs.egusd.net
Grade Span	7th Grade - 12th Grade
County-District-School(CDS) Code	34673146112254

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

The Elk Grove Charter Academy is committed to creating individualized educational opportunities for students through a hybrid teaching model that combines independent study and classroom instruction. The focus at EGCA is to focus education on the needs of the student and create balance between the education system and the needs of the student and family. Students have the opportunity to earn an Elk Grove Unified authorized diploma through district approved curriculum and courses. In addition, students are able to earn early college credits through Dual Enrollment courses at local community colleges. EGCA's educational approach is primarily suited to students who seek more flexibility than a traditional classroom-only environment.

Elk Grove Charter Academy's vision of empowering all students to reach their full potential is realized through rigorous course work and an individualized approach through increased personal connection and post-secondary planning. All students are challenged to know and achieve their greatest potential. The school's Expected Schoolwide Learning Results (ESLRs) prepare students for post-secondary opportunities. EGCS students will be:

- Academic Achievers
- Self-Directed Learners
- Effective Communicators
- Productive Workers
- Responsible Citizens

The strength of the school's educational model can be seen through the individual successes of each student. Learning plans are developed for all students each school year. For students in grades 7-10, core subjects are delivered through daily direct-instruction workshops. In addition, for students of all grade levels, math, foreign language, art, and technology are also delivered through direct instruction. For students in grades 11 and 12, instruction is primarily delivered through the school's independent study program. This model provides students with the flexibility to not only pursue their goals outside of school but also accelerate the learning process based on their needs. All students have access to additional supports including labs, tutoring, AP/Honors courses, early college credit, and course/grade correction. Successful EGCA students are motivated to excel and reach their goals.

Marc LaVine, Principal Elk Grove Charter Academy

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	15
Grade 8	33
Grade 9	31
Grade 10	47
Grade 11	62
Grade 12	74
Total Enrollment	262

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

Student Group	Percent of Total Enrollment
Female	41.22%
Male	58.02%
Non-Binary	0.76%
American Indian or Alaska Native	0.00%
Asian	9.92%
Black or African American	13.36%
Filipino	1.53%
Hispanic or Latino	37.79%
Native Hawaiian or Pacific Islander	1.53%
Two or More Races	12.21%
White	23.66%
English Learners	3.82%
Foster Youth	0.00%
Homeless	1.15%
Migrant	0.00%
Socioeconomically Disadvantaged	57.63%
Students with Disabilities	12.98%

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)	9	64.53%	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)	0	0%	42.2	1.39%	12001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.28%	72.1	2.37%	11953.1	4.28%
Unknown/Incomplete/NA	4.9	35.11%	161.1	5.3%	15831.9	5.67%
Total Teaching Positions	14	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)	8.9	66.42%	2764.1	90.32%	231142.4	83.24%
Intern Credential Holders Properly Assigned	0	0%	41.3	1.35%	5566.4	2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	60.9	1.99%	14938.3	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.5	33.58%	70.4	2.3%	11746.9	4.23%
Unknown/Incomplete/NA	0	0%	123.4	4.03%	14303.8	5.15%
Total Teaching Positions	13.4	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)	8.8	61.25%	2733.3	88.99%	230039.4	100%
Intern Credential Holders Properly Assigned	0	0%	51.1	1.66%	6213.8	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	6.94%	93.7	3.05%	16855	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.5	31.46%	63.8	2.08%	12112.8	4.34%
Unknown/Incomplete/NA	0	0.28%	129.4	4.21%	13705.8	4.91%
Total Teaching Positions	14.4	100%	3071.5	100%	278927.1	100%

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

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

Authorization/Assignment	2021 - 2022	2022 - 2023	2023 - 2024
Permits and Waivers	0	0	1
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	1

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	0
Local Assignment Options	0	4.5	4.5
Total Out-of-Field Teachers	0	4.5	4.5

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%	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%	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

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

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 *PreCalculus with Limits 4e* Cengage © 2018 Adopted EGUSD 2018 *Reveal IM Math 1-3 McGraw Hill* Cengage © 2020 Adopted EGUSD 2024 *Statistics & Probability with Applications 3e* Bedford Freeman & Worth © 2025; Adopted EGUSD 2025	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: *Pre-Calculus: Graphical, Numerical AP*, Pearson © 2024; *Calculus for AP 2nd Ed.*, Cengage © 2021; *Calculus: Graphical, Numerical*, Pearson 2020; *Practice of Statistics*, 7th Ed., WH Freeman & Co. © 2024; Adopted EGUSD 2025	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: 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 Calculus: Graphical, Numerical, Pearson © 2020 Adopted EGUSD 2025	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*	Yes	0

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

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

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All K - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: *Tradition of Excellence*, Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: *Alfred's Basic Adult Piano Course*, Alfred Music © 1999; *Basic Drama Projects*, Perfection Learning © 2015; *Beginning Sculpture*, Davis © 2005; *Communication Through Graphic Design*, Davis © 2010; *Dance Composition*, Davis © 2009; *Discovering Drawing*, Davis © 2018; *Discovering Dance*, Human Kinetics © 2014; *Drama for Reading and Performance*, Perfection Learning © 2008; *Experience Clay*, Davis © 2011; *Experience Painting*, Davis © 2015; *Experiencing Dance*, Human Kinetics © 2014; *Focus on Photography*, Davis © 2016; *Guitar School*, Alfred Music © 1998; *Photography*, Pearson © 2016; Adopted EGUSD 2018 K-6th: No student books Art Kits, Davis Arts Education © 2024 Adopted EGUSD 2024	Yes	0
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: *Gardner's Art Through the Ages*, Thomson/Wadsworth © 2005; Adopted EGUSD 2005 *Musician's Guide to Theory and Analysis*, WW Norton © 2006; Adopted EGUSD 2018	Yes	0

Health	All 9-12 Health books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All high school textbooks are from the most recent adoption of the local governing Board of Education.	*Glencoe Health*, McGraw Hill © 2022 Adopted EGUSD 2021	Yes	0

Science Laboratory Equipment (grades 9-12)
All 9-12 students utilizing a lab have access to appropriate equipment.

School Facility Conditions and Planned Improvements (School Year 2025 - 2026)

Elk Grove Charter Academy has one building that was built in 2010. The building has six direct-instruction classrooms, a teacher work area/kitchen, administrative office, and one large classroom holding 14 individual cubicles for independent study appointments. The direct-instruction classrooms include a computer lab with 24 desktop computers, an art room, science lab, and three generic direct-instruction classrooms. In addition to the building, the school has a large playing field and two full-size basketball courts. There is a sitting area with two large shade structures and multiple picnic tables. Other additions to the facility since its original construction include four storage sheds, and security fencing around the perimeter of the school.

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 : 10/17/2025

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: 10/17/2025

Overall Rating

Exemplary	Good	Fair	Poor
X			

The district’s maintenance and grounds departments work with the school site custodial team to ensure the school building, classrooms, and grounds are maintained so a safe and functional environment exists for all students. The district uses an electronic work order system to communicate necessary repairs. Emergency repairs are resolved by either the school custodian or district maintenance staff. The school’s custodian works with the site administrator to develop a cleaning schedule. Restrooms are inspected to ensure they are adequately stocked and sanitary. A monthly inspection is conducted and submitted to administration. The Board of Education has adopted cleaning standards for all schools in the district. A summary of standards is available at the school or district office.

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.

Facilities projects at EGCA are developed through communication with all stakeholders and approved by the school's advisory council. EGCA follows all EGUSD site modification and facilities planning procedures. The school works with district level staff on potential future modifications. Currently, the school is working to expand its facility in order to increase capacity. Projected building projects include a new multi-purpose room with 2 additional classrooms, warming kitchen, and student bathrooms with changing rooms. In the future, EGCA plans on building another 6-classroom building, administration office, full size gym with locker and weight room, and playing fields. The school along with district and outside personnel have completed initial facility plans for these projects.

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)	45%	43%	51%	54%	47%	48%
Mathematics (grades 3-8 and 11)	19%	20%	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	142	138	97.18	2.82	42.75
Female	66	64	96.97	3.03	48.44
Male	76	74	97.37	2.63	37.84
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	52.63
Black or African American	13	12	92.31	7.69	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	41.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	63.64
White	38	37	97.37	2.63	37.84
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	52	94.55	5.45	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	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 2024 - 2025)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	137	96.48	3.52	20.44
Female	66	63	95.45	4.55	25.40
Male	76	74	97.37	2.63	16.22
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	21.05
Black or African American	13	12	92.31	7.69	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	15.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	36.36
White	38	36	94.74	5.26	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	52	94.55	5.45	13.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	16.67

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)	20.99	21.74	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	192	184	95.83	4.17	21.74
Female	80	78	97.50	2.50	24.36
Male	112	106	94.64	5.36	19.81
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	17.39
Black or African American	24	22	91.67	8.33	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	14.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89	11.11	43.75
White	51	48	94.12	5.88	29.17
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	74	94.87	5.13	16.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	21.05

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)

EGCA prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Elk Grove Charter Academy offers students access to EGUSD's Explore CTE courses provided at a variety of school sites. These courses provide EGCA students with the necessary skills to seek life-long employment in various vocations. In addition to Explore CTE courses, students are able to take classes at any Los Rios Community College campus through the Advanced Education program. The staff at Elk Grove Charter encourage students to earn early college credit to assist them with achieving their post-secondary goals. Students and parents work with the school's guidance counselor to receive more information regarding Advanced Education enrollment. In addition, career/college presentations are offered to all students, and students are encouraged to attend regardless of the career path they choose. 100% of students at EGCA complete a grade-level college and career plan. Elk Grove Charter Academy makes every effort to work with the students to ensure that they meet district and state graduation standards. Currently, EGCA has worked with EGUSD personnel to develop a business and marketing pathway that is focused on sports marketing. In addition, the school has identified several other pathways for development; however, initial work will be in adapting the EGUSD board adopted curriculum to fit into EGCA unique delivery model.

Career Technical Education Participation (School Year 2024 - 2025)

Measure	CTE Program Participation
Number of pupils participating in CTE	110
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 (School Year 2024 - 2025)

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
Graduates Who Completed All Courses Required for UC/CSU Admission	40.51%

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	88%	88%	88%	88%	88%
9	79%	81%	81%	81%	81%

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)

EGCA is authorized and governed by the EGUSD Board of Education with input from the school's Advisory Council. The Advisory Council is made up of parents, staff, students, and community members. Parents are integral to the on-boarding process and learning success. Parents meet regularly with their student's independent study teacher and school-to-home communication is facilitated through multiple tools including phone, email, text, electronic gradebooks, etc. For more information on parent involvement opportunities please contact the office.

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	4.2%	4.2%	4.9%	5.2%	4.7%	4.5%	8.2%	8.9%	8%
Graduation Rate	91.6%	88.5%	91.5%	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	82	75	91.5
Female	36	33	91.7
Male	46	42	91.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	24	22	91.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	12	100.0
White	27	22	81.5
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	48	43	89.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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	379	356	98	27.5%
Female	173	160	50	31.3%
Male	206	196	48	24.5%
Non-Binary	--	--	--	--%
American Indian or Alaska Native	--	--	--	--%
Asian	43	40	12	30.0%
Black or African American	49	45	10	22.2%
Filipino	--	--	--	--%
Hispanic or Latino	136	132	35	26.5%
Native Hawaiian or Pacific Islander	--	--	--	--%
Two or More Races	46	42	12	28.6%
White	92	86	28	32.6%
English Learners	18	15	5	33.3%
Foster Youth	--	--	--	--%
Homeless	11	--	--	--%
Socioeconomically Disadvantaged	228	214	74	34.6%
Students Receiving Migrant Education Services	--	--	--	--%
Students with Disabilities	53	46	15	32.6%

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	3.42%	2.35%	2.37%	3.81%	4.04%	3.70%	3.60%	3.28%	2.94%
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 2024 - 2025)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.37%	0.00%
Female	0.58%	0.00%
Male	3.88%	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	2.04%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.41%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.35%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.51%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.77%	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 2025 - 2026)

A safe campus is crucial to effective learning. The safe school planning committee annually reviews and updates the Comprehensive School Safety Plan. The annual review of the plan occurred at the beginning of the 2025-26 school year. It was approved by the school's advisory council in Sept. 2025. EGCA has an alternate schedule and therefore "before and after school" may be defined differently for each student. EGCA supervises a variety of support workshops and labs during the school day; parents commit to arrange timely transportation before/after school. Access to the school by members of the public is controlled by fencing and gates that are either locked or monitored by EGCA staff. Visitors must be approved by administration, sign in and wear a visible visitor pass while on campus.

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	7	30	0	0
Mathematics	7	32	3	0
Science	7	14	3	0
Social Science	6	35	1	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	10	30	6	
Mathematics	9	28	2	
Science	5	23		
Social Science	7	35	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.

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	6	35		
Mathematics	7	23	1	
Science	7	19	1	
Social Science	7	48	2	

* 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*	286

*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)	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 2023 - 2024)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$12,018	$236	$11,782	$86,254
District	N/A	N/A	$11,486	$94,580
Percent Difference - School Site and District	N/A	N/A	2.54%	-9.21%
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	5.55%	-15.09%

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

Types of Services Funded (Fiscal Year 2024 - 2025)

Elk Grove Charter School uses a combination of independent study and workshop classes. 7th-10th grade students attend English, Math, Science, and Social Science in direct-instruction workshops. For 11th-12th graders, under the direction of an Independent Study Teacher, students' complete courses independently and meet with a teacher face-to-face weekly. ISP students can attend support workshops to assist them in completing graduation requirements. EGCS students have the ability to earn an EGUSD approved high school diploma by completing traditional or alternative graduation requirements. The ISP teacher, student, and parent/guardian discuss Pre and Post graduation goals and create a yearly course plan. Students also have the ability to earn early college credits through community colleges courses. EGCS also offers AP/Honors courses and 24/7 access to tutoring.

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: 9.8%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	0
Science	1
Social Science	3
Total AP Courses Offered*	10

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

Professional Development

A variety of professional learning opportunities exist for teachers, instructional aides, and non-instructional support staff. EGCA conducts weekly staff meetings where teachers receive instruction on a variety of issues and skills to improve their teaching abilities. The structure of weekly meetings is divided into content and grade level groups in addition to whole staff meetings. New teachers, who have been teaching fewer than two years, are supported by the district's induction program. They meet weekly with an experienced mentor to discuss challenges, successes and new ideas for their classrooms. They are also required to complete a variety of other professional development modules. Most importantly, is they have access to veteran teachers/administrators for support. The district offers a variety of professional learning opportunities for all staff. Teachers have access to EGUSD professional development and training to support them in their role in the classroom and working with students, families, and colleagues. In addition, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways. All staff members have access to outward mindset training and district DEI trainings.

	2023 - 2024	2024 - 2025	2025 - 2026
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	6