Elk Grove Unified School District

EGUSD

High School Course Catalog

& College/Career Planning Guide



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EGUSD MISSION STATEMENT

Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential.

— Adopted by the Board of Education on June 18, 2001

The District Serves a Diverse Community

Elk Grove Unified, located in one of the most diverse areas of California, is an award-winning district known for its commitment to academic excellence and learning for all students. The District is the fourth largest school district in California and the largest in Northern California, serving more than 64,000 students representing 88 different languages spoken. The District has 69 schools: (44 elementary schools, 9 middle schools, 9 high schools, 4 alternative schools, 1 charter school, 1 special education school, 1 adult education school and offers preschool programs at 15 school sites.

The District covers 320 square miles within the City of Elk Grove, the City of Sacramento, the City of Rancho Cordova, and the unincorporated area of Sacramento County. Offering a multitude of educational programs, including more than 70 career-themed academies and pathways within 15 industry sectors, we prepare our students for college, career and life, supporting them with the means to be creative problem solvers, self-aware, self-reliant, and self-disciplined; technically literate; effective communicators and collaborators; and engaged in the community as individuals with integrity. We integrate rigorous academics with career-based learning and real world workplace experiences and ensure that *Every Student is Learning, in Every Classroom, in Every Subject, Every Day to Prepare College, Career, and Life Ready Graduates.*

The District's Strategic Goals



High Quality Classroom Instruction & Curriculum

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.



Assessment, Data Analysis & Action

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.



Wellness

All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.



Family & Community Engagement

All students will benefit from programs and services designed to inform and involve family and community partners.

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Use the links below to jump to each department's course offerings and descriptions for the entire district. It is important to note that course offerings vary by school. You should visit the specific school's website to view the course catalog and course offerings for that particular school for course availability.

Note: The bookmark links display best in Internet Explorer and Firefox. If using Chrome, you will need to click on the bookmark icon to expand the list of links.

Career Technical Education
Electives
English
Health
History/Social Science
Mathematics
Physical Education
Science
Student Services
Visual/Performing Arts
World Language

General Information

Introduction

The goal of the Elk Grove Unified School District (EGUSD) is to guide students toward academic success and to prepare them for college and careers. The education that students receive in EGUSD prepares them for many future roles: worker, parent, student in higher education, and citizen. Therefore, sound planning and thoughtful course selection are critical in order for students to make the most of their four years in high school.

This district-wide course catalog describes the educational programs at the comprehensive high schools within EGUSD. The introductory pages outline district graduation requirements and site enrollment requirements. Also included is information about college entrance requirements and other district programs. All high school courses adopted by the EGUSD Board of Education may be found on the EGUSD website. For course offerings for each high school please visit the school's website as noted within this catalog

It is intended that students and parents/guardians review this catalog together, making informed decisions about an educational program that will interest and challenge students. Students should be encouraged to enroll in an academically rigorous program in order to develop their full potential.

Site guidance counselors are available to advise both students and parents/guardians regarding course selection and college/career preparation. Please contact your counselor at your school at any time during the registration process for assistance.

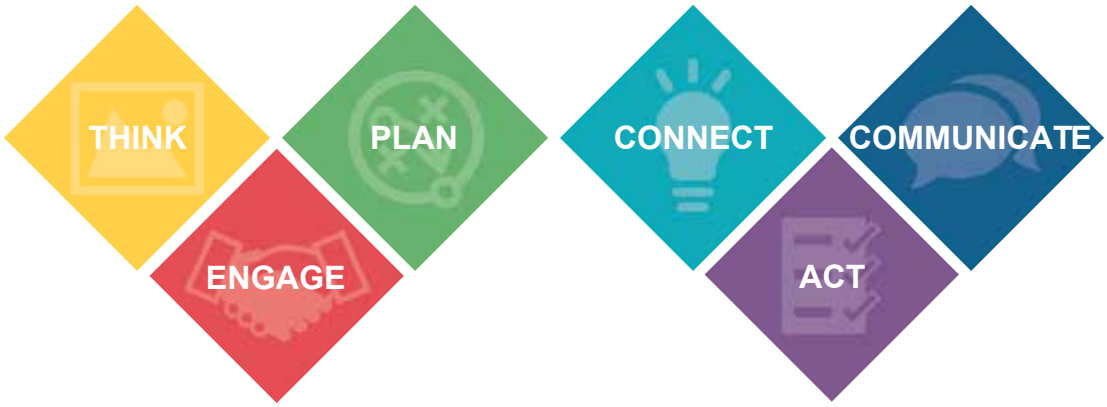


Course Selection

It is extremely important that students adhere to the guidelines listed below when selecting their courses for the upcoming school year. Students are requested to:

1. Read carefully the instructions for course selection provided by your school before starting to make course selections.
2. Review transcripts and complete or revise the four-year educational plans. Students must complete all graduation and enrollment requirements. In addition, they should select courses that support their plans for college, career, and other training.
3. Review the prerequisites for the courses selected. If a course requires teacher permission, they must obtain the proper signature on the course selection form and follow the application, try-out, or placement procedures for designated courses.

Elk Grove Unified School District Graduate Profile



An Elk Grove Unified School District graduate demonstrates readiness to succeed in college, career, and life through:

Creative Problem-solving

- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions
- Develops solutions using innovative, inventive, and intuitive ideas and approaches
- Utilizes resources and processes necessary to solve problems

Self-awareness, Self-reliance, Self-discipline

- Possesses and applies skills necessary for living independently
- Sets and meets realistic, measurable goals; makes adjustments as needed
- Articulates strengths, weaknesses, abilities, and limitations as these apply to achieving plans and goals after graduation
- Manages and balances time, resources, and responsibilities

Technical Literacy

- Demonstrates mastery of technology necessary for college and career success
- Exhibits willingness to learn and utilize new technology
- Understands the evolving role of technology in industry and society

Communication and Collaboration

- Articulates thoughts and ideas in all forms of communication: oral, written, and non-verbal
- Reads, listens, and observes effectively
- Relates to and collaborates with diverse groups to achieve a common purpose

Community Engagement

- Demonstrates knowledge about school, local, and global issues
- Respects cultural differences
- Participates in diverse school and community organizations willingly and cooperatively

Integrity

- Makes commitments and keeps them, giving full effort
- Takes responsibility for actions
- Acts with honesty, authenticity, and sincerity

Graduation Requirements

To graduate, a student must earn a minimum of **220 credits** in grades 9-12 **(a minimum of 25 credits must be earned during the semester [18 weeks])** preceding graduation in order for students to participate in the graduation ceremony.

	Graduation Requirements	
English	40 Credits	
Mathematics	**Option 1**	**Option 2**
	40 Credits (includes Math I)	30 Credits (includes Math I)
Science	**AND** 20 Credits (includes physical and biological)	**AND** 30 Credits (includes physical and biological)
Social Science	35 Credits	
Physical Education*	20 Credits	
World Language	**Option 1**	**Option 2**
	10 Credits AND	20 Credits of the same language
Fine Arts	10 Credits	
Health	5 Credits	
Technology	5 Credits or Proficiency	
TOTAL CREDITS	**180-185 Credits ****	
Electives	35-40 Credits	
Validating Experience (in Senior Year)	**Option 1**	**Option 2**
	Students must pass 10-credits in one of the following courses: • AP/IB Course • JROTC Senior Course • AVID Senior Seminar • Math Course; or • Career Technical Education (CTE) Capstone course	Alternatively, seniors may demonstrate College and Career Readiness and graduate by the following: • Meeting UC/CSU a-g requirements; or • Earning a Seal of Biliteracy

*The physical education graduation requirement consists of completion of 20 credits of physical education in Course I, Course II or PE Electives (as noted in the catalog), except Sheldon High School where Course I and Course II are required. If a 9th grade student fails to pass the state required FITNESSGRAM test, the student must be enrolled in PE in the 10th grade. (Passing is determined when a student is within the Healthy Fitness Zone in 5 out of 6 subtests).

** These numbers vary depending on whether Technology is taken as a course or whether the requirement is met through a proficiency test.

Students may earn more than the minimum number of credits in any subject area. The remaining credits required for graduation (220) will be earned in elective classes. Students may not earn more than 45 credits in one semester.

ATTENDANCE REQUIREMENTS

Seven regular semesters of attendance in grades 9-12 are required to qualify for a diploma. A summer session does not qualify as a regular semester.

Enrollment Expectations & Graduation Requirements

	Cosumnes Oaks High Enrollment Expectations	Elk Grove High Enrollment Expectations	Florin High Enrollment Expectations	EGUSD Graduation Requirements
English	40 Credits	40 Credits	40 Credits	40 Credits
Mathematics & Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science
Social Science	35 Credits	35 Credits	40 Credits	35 Credits
Physical Education*	20 Credits	20 Credits	20 Credits	20 Credits
World Language	20 Credits of the same World Language **OR** 10 Credits of World Language and	20 Credits of the same World Language **OR** 10 Credits of World Language and	10 Credits of World Language **AND**	20 Credits of World Language **OR** 10 Credits of World Language and
Visual/Perf Arts	10 Credits of Fine Arts	10 Credits of Fine Arts	10 Credits of Fine Arts	10 Credits of Fine Arts
Health	5 Credits	5 Credits	5 Credits	5 Credits
Technology	5 Credits or Proficiency Test	5 Credits or Proficiency Test	5 Credits or Proficiency Test	5 Credits or Proficiency Test
Community Service	Not Required	Not Required	Not Required	Not Required
Senior Project	Not Required	Not Required	Required	Not Required
Validating Experience (Senior Year)^	Required	Required	Required	Required
Academy or Academic Major	Not Required	Not Required	Not Required	Not Required
Total Credits for Required Courses	190 credits	190 credits	195 credits	190 credits
Total Credit for Electives	30	30	25	30
Total Credits Required, including Electives	220	220	220	220

^ We believe it is important for students to validate their educational experience and demonstrate College and Career Readiness. In order for students to demonstrate College and Career Readiness, and graduate from EGUSD, students must pass ten (10) credits in one (1) of the following their Senior Year: AP/IB Course, JROTC Senior Seminar, AVID Senior Seminar, Math Course, or Career Technical Education (CTE) Capstone Course; Alternatively, seniors may also demonstrate College and Career Readiness and graduate by the following: Meeting UC/CSU a-g requirements or earning a Seal of Biliteracy.

* The physical education graduation requirement consists of completion of 20 credits of physical education in Course I, Course II or PE Electives (as noted in the catalog), except Sheldon High School where Course I and Course II are required. If a 9th grade student fails to pass the state required FITNESSGRAM test, the student must be enrolled in PE in the 10th grade. (Passing is determined when a student is within the Healthy Fitness Zone in 5 out of 6 subtests).

Shading = specific school site enrollment requirement

Enrollment Expectations & Graduation Requirements (cont.)

	Franklin High Enrollment Expectations	Laguna Creek High Enrollment Expectations	Monterey Trail High Enrollment Expectations	EGUSD Graduation Requirements
English	40 Credits	40 Credits	40 Credits	40 Credits
Mathematics & Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science
Social Science	35 Credits	35 Credits	35 Credits	35 Credits
Physical Education*	20 Credits	20 Credits	20 Credits	20 Credits
World Language	20 Credits of the same World Language **AND**	20 Credits of the same World Language **AND**	20 Credits of World Language **AND**	20 Credits of World Language **OR** 10 Credits of World Language and
Visual/Perf Arts	10 Credits of Fine Arts	10 Credits of Fine Arts	10 Credits of Fine Arts	10 Credits of Fine Arts
Health	5 Credits	5 Credits	5 Credits	5 Credits
Technology	5 Credits or Proficiency Test	5 Credits or Proficiency Test	5 Credits or Proficiency Test	5 Credits or Proficiency Test
Community Service	Not Required	Required	Not Required	Not Required
Senior Project	Not Required	Not Required	Required	Not Required
Validating Experience (Senior Year)^	Required	Required	Required	Required
Academy or Academic Major	Not Required	Not Required	Not Required	Not Required
Total Credits for Required Courses	200 credits	200 credits	200 credits	190 credits
Total Credit for Electives	20	20	20	30
Total Credits Required, including Electives	220	220	220	220

^ We believe it is important for students to validate their educational experience and demonstrate College and Career Readiness. In order for students to demonstrate College and Career Readiness, and graduate from EGUSD, students must pass ten (10) credits in one (1) of the following their Senior Year: AP/IB Course, JROTC Senior Seminar, AVID Senior Seminar, Math Course, or Career Technical Education (CTE) Capstone Course; Alternatively, seniors may also demonstrate College and Career Readiness and graduate by the following: Meeting UC/CSU a-g requirements or earning a Seal of Biliteracy.

* The physical education graduation requirement consists of completion of 20 credits of physical education in Course I, Course II or PE Electives (as noted in the catalog), except Sheldon High School where Course I and Course II are required. If a 9th grade student fails to pass the state required FITNESSGRAM test, the student must be enrolled in PE in the 10th grade. (Passing is determined when a student is within the Healthy Fitness Zone in 5 out of 6 subtests).

Shading = specific school site enrollment requirement

Enrollment Expectations & Graduation Requirements (cont.)

	Pleasant Grove High Enrollment Expectations	Sheldon High Enrollment Expectations	Valley High Enrollment Expectations	EGUSD Graduation Requirements
English	40 Credits	40 Credits	40 Credits	40 Credits
Mathematics & Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science	40 Credits of Math to include Math I **AND** 20 Credits of Science to include Physical and Biological Science **OR** 30 Credits of Math to include Math I **AND** 30 Credits of Science to include Physical and Biological Science
Social Science	35 Credits	35 Credits	35 Credits	35 Credits
Physical Education*	20 Credits	20 Credits	20 Credits	20 Credits
World Language	20 Credits of the same World Language **OR** 10 Credits of World Language and	10 Credits of the same World Language **AND**	10 Credits of World Language **OR** 10 Credits of World Language and	20 Credits of World Language **OR** 10 Credits of World Language and
Visual/Perf Arts	10 Credits of Fine Arts	10 Credits of Fine Arts	10 Credits of Fine Arts	10 Credits of Fine Arts
Health	5 Credits	5 Credits	5 Credits	5 Credits
Technology	5 Credits or Proficiency Test	10 Credits or Proficiency Test	5 Credits or Proficiency Test	5 Credits or Proficiency Test
Community Service	Not Required	Required	Not Required	Not Required
Senior Project	Required	Required	Not Required	Not Required
Validating Experience (Senior Year)^	Required	Required	Required	Required
Academy or Academic Major	Not Required	Required	Not Required	Not Required
Total Credits for Required Courses	190 credits	190 credits	185 credits	190 credits
Total Credit for Electives	30	30	35	30
Total Credits Required, including Electives	220	220	220	220

^ We believe it is important for students to validate their educational experience and demonstrate College and Career Readiness. In order for students to demonstrate College and Career Readiness, and graduate from EGUSD, students must pass ten (10) credits in one (1) of the following their Senior Year: AP/IB Course, JROTC Senior Seminar, AVID Senior Seminar, Math Course, or Career Technical Education (CTE) Capstone Course; Alternatively, seniors may also demonstrate College and Career Readiness and graduate by the following: Meeting UC/CSU a-g requirements or earning a Seal of Biliteracy.

* The physical education graduation requirement consists of completion of 20 credits of physical education in Course I, Course II or PE Electives (as noted in the catalog), except Sheldon High School where Course I and Course II are required. If a 9th grade student fails to pass the state required FITNESSGRAM test, the student must be enrolled in PE in the 10th grade. (Passing is determined when a student is within the Healthy Fitness Zone in 5 out of 6 subtests).

Shading = specific school site enrollment requirement

Future Ready! EXPLORE
COLLEGE & CAREER CONNECTIONS | EGUSD

EGUSD's Career Technical Education Opportunities

Preparing Students for College, Career and Life

Calvine HS (Alt. Ed.)
- Mechanical Systems Installation & Repair Pathway

Cosumnes Oaks HS
- Architecture Design Engineering (ADE) Pathway
- Digital Media Arts Pathway
- Coding & Robotics Pathway
- Culinary Arts Academy (CAA)
- Graphic Design Pathway
- Medical Careers Pathway

Daylor HS (Alt. Ed.)
- Careers with Children Program

Elk Grove HS
- Automotive Technology Pathway
- Culinary Arts Pathway
- Sustainable Agriculture & Green Education (SAGE) Academy
- Technology & Digital Arts (TDA) Academy
- Satellite CTE - Ag Welding

Florin HS
- Aerospace Engineering Pathway
- Agriculture Technology (Ag Tech) Academy
- Audio and Music Production Academy
- Culinary Arts & Hospitality Academy
- Law & the World (LAW) Academy
- Satellite CTE - Automotive Services

Franklin HS
- Animation Pathway
- Future Business Leaders NextGen Academy
- Design Arts Pathway
- Green Renewable Energy Engineering Network (GREEN) Academy
- Computer Science Pathway

Laguna Creek HS
- Computer Science Pathway
- Design Institute Pathway
- Education Pathway - From Classroom to Careers
- Green Energy Technology Academy (GETA)
- Manufacturing Production Technology Academy (MPTA)
- Sports Career Academy (SCA)

Monterey Trail HS
- Animation Pathway
- Business Opportunities for Student Success (BOSS) Pathway
- Design and Technology Academy (DATA) – Engineering and Computer Science
- Digital Media Arts Pathway
- Medical Assistant Pathway
- Satellite CTE - Medical Assistant

Pleasant Grove HS
- Agriculture Pathway
- Biomedical Pathway
- Digital Media Arts (DMA) Pathway
- Innovative Design Engineering Academy (IDEA)

Rio Cazadero HS (Alt. Ed.)
- Video and Audio Productions Pathway

Sheldon HS
- Agriculture Pathway
- Biotechnology (Biotech) Academy
- Building Trades Pathway
- Computer Science Object-Oriented Developer Empowerment (CODE) Pathway
- Engineering Pathway

Valley HS
- Engineering Manufacturing Pathway
- Entrepreneurship and Innovation Pathway
- Graphic Design Pathway
- Health TECH Academy
- Satellite CTE - Fire & Emergency Services

The Elk Grove Unified School District (District) is committed to providing equal opportunity for all individuals in District programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints concerning student against student incidents, please contact: Dr. Jenifer Avey, Assistant Superintendent, PreK-6 Education/Title IX Coordinator - 9510 Elk Grove Florin Road, Elk Grove, CA 95624, (916) 686-7795 x 67125 | TitleIX@egusd.net or Chad Sweitzer, Assistant Superintendent, Secondary Education/Title IX Coordinator - 9510 Elk Grove Florin Road, Elk Grove, CA 95624, (916) 686-7795 x 67118 | TitleIX@egusd.net. For questions or complaints concerning employees, please contact: Elena Duenas, HR Compliance Coordinator/Title IX Coordinator - 9510 Elk Grove Florin Road, Elk Grove, CA 95624 | (916) 686-7795 x 7149 | HRCompliance@egusd.net or TitleIX@egusd.net. For questions or complaints concerning Section 504, please contact: Don Ross, Director of Student Support and Health Services/504 Coordinator - 9510 Elk Grove Florin Road, Elk Grove, CA 95624, (916) 686-7568 | For questions or complaints concerning facilities, please contact: Robert Teresi, Risk Manager - 9510 Elk Grove Florin Road, Elk Grove, CA 95624 | (916) 686-7775 | rteresii@egusd.net. For questions or complaints concerning educational equity, please contact: Cory Jones, Director of Educational Equity - 9384 Elk Grove Florin Road, Elk Grove, CA 95624 | (916) 831-2041 | cmjones@egusd.net.

Elk Grove Unified School District

EGUSD

Continuation & Alternative Education Schools

The three continuation high schools in the Elk Grove Unified School District are Calvine, William Daylor, and Rio Cazadero high schools. In addition, Las Flores High School is an independent study school. Continuation and alternative education schools have been developed for students who are deficient in the credits needed to graduate, or who have been referred for other reasons. The alternative education schools are smaller than comprehensive high schools, enabling teachers and staff greater flexibility to focus on individual student needs. Students who are interested in attending a continuation school must be referred from a comprehensive high school in the district, and students in grades 9 and 10 must be placed through the Office of Student Support and Health Services. Please see a counselor for more information.

Most students who attend an alternative education school do so with the intention of remaining at the school. Some students may wish to return to their original high school and should receive a detailed plan from that school that clearly states what would be necessary in order for that return to occur. Students are generally referred to these high schools for being deficient in credits. The graduation requirements at the three continuation high schools are slightly different than those of the comprehensive schools. One exception is Las Flores High School where students meet the same graduation requirements as comprehensive schools. In accordance with Board policy, all of the alternative schools use a system of positive credit accumulation awarded for productive attendance (Board Policy 6146). To earn credits, students must attend class and complete all assigned coursework. Students should be aware that it may be difficult and, in some cases, impossible to successfully make up credits and return to a comprehensive high school for graduation. In terms of fifth year students, a limited number of students over the age of 18 are admitted to alternative education. These students must meet academic and behavior criteria to be considered for continued enrollment (BP 6184-a).

The curriculum at each school aligns with the Common Core State Standards and Benchmarks established by the District. Graduates receive a high school diploma authorized by the Elk Grove Unified School District Board of Education. It is the goal of the alternative education schools in the district to assist students in getting the best education possible. The graduation requirements for Calvine, Rio Cazadero, and William Daylor Continuation Schools differ from the comprehensive high school graduation requirements. A total of 220 credits are required to graduate. Please see Continuation High School graduation requirements below.* Again, Las Flores Independent Study School students meet the same graduation requirements as students enrolled in the district's comprehensive high schools.

Students are encouraged to develop a personal education plan that includes post-secondary training. Currently, some courses offered at the alternative education schools meet the a-g admission requirements of the University of California systems. The a-g courses required provide a rigorous academic foundation for students pursuing post-secondary opportunities at UC campuses. Students may also enroll at a community college and may choose to transfer (60 units+) to a four-year university. Students can also complete a career-certificated program at a community college.

***Continuation High School Graduation Requirements**

Course/Subject	Credits
English	40
World History	10
United States History	10
United States Government	05
Economics	05
Physical Education	20
Math	30
Life Science	10
Physical Science	10
World Language or Fine Arts	10
Health	05
World Geography or Ethnic Studies	05
Electives	60

If students choose to return to a comprehensive high school, **they must meet the comprehensive high school graduation requirements.**

Graduation Requirements: Alternative High Schools

To graduate, a student must earn a minimum of **220 credits** in grades 9-12.

	Graduation Requirements			
	Continuation High Schools & EGCS		Las Flores High School & EGCS	
English	40 Credits			
Mathematics	30 Credits		**Option 1**	**Option 2**
	30 Credits (includes Math I and math in senior year)		40 Credits (includes Math I and math in senior year **AND** 20 Credits	30 Credits (includes Math I and math in senior year **AND** 30 Credits
Life Science	10 Credits			
Physical Science	10 Credits			
US History	10 Credits			
World History	10 Credits			
American Government	5 Credits			
Economics	5 Credits			
World Geography or Ethnic Studies	5 Credits			
Physical Education	20 Credits			
	Option 1	**Option 2**	**Option 1**	**Option 2**
World Language, and/or Fine Arts	10 Credits 0 Credits	10 Credits 0 Credits	10 Credits 0 Credits	10 Credits 0 Credits
Health	5 Credits			
Technology	5 Credits or Proficiency Test			
Community Service	Not Required		Required (1 credit)	
Senior Project	Not Required		Required (1 credit)	
TOTAL CREDITS	**220 Credits ***			
Electives	40 Credits		30-40 Credits	

1) Graduation requirements for continuation high schools are different than those of the comprehensive high schools. Students wishing to return to the comprehensive high school must meet with a counselor to discuss the differences and the necessary steps for return. Students may earn more than the minimum number of credits in any subject area. The remaining credits required for graduation (220) will be earned in elective classes. Students may earn up to 45 credits in one semester.

2) Elk Grove Charter Academy offers students the option to earn either a comprehensive high school or a continuation high school diploma.

GRADUATION REQUIREMENTS FOR CONTINUATION SCHOOLS

Seven regular terms of attendance in grades 9-12 are required to qualify for a diploma. A summer session does not qualify as a regular term.

EARLY GRADUATION REQUIREMENTS

Students who wish to graduate before the completion of eight terms must request permission for early graduation from their counselor and the principal. In addition, they must have parental approval. To be considered for early graduation, a student must be within thirty-five (35) credits of the required two hundred twenty (220) credits at the beginning of her/his last term.

MID-TERM GRADUATION REQUIREMENTS

Students who wish to graduate before the eight semesters must receive permission for mid-term graduation from their counselor, their principal, and their parent/guardian. In addition, they must complete the mid-term graduation process. To be considered for mid-term graduation, a student must be within thirty-five (35) credits of the required two hundred twenty (220) credits at the beginning of her/his last semester. Please see your counselor for assistance with this process.

Four-Year Plan

The purpose of this four-year plan is to assist with your long-range goals. A meeting with your school counselor each school year will assure that you are meeting all the graduation requirements for high school while working toward these goals.

Postsecondary Goal: ____ 4-year college/university ____ Community college/certification ____ Military ____ www.CaliforniaColleges.edu

____ Community College/Transfer ____ CTE/Academy/Pathway ____ www.CalApprenticeship.org

____ Vocational School/Advanced Training

Career goal _____ College major _____

Write in grades for the courses you have passed, as well as additional courses taken but not listed on this form.	**Math/Science Courses (*Math I is required for graduation):** ____ 30/30 or 40/20
Write in the courses you plan to take in the future.	**Credit Options:**
Also, list any counselor-approved or college courses you have completed.	____ World Language and/or ____Visual/Performing Arts
Check-off the graduation requirements as you complete them.	

Middle School	Grade	Freshman	Grade/ Credit	Sophomore	Grade/ Credit	Junior	Grade/ Credit	Senior	Grade/ Credit
Math I		English		English		English		English	
World Language		Math		Math		Math		Math	
		Life Science		Physical Science					
		Physical Education		Physical Education					
		World Geography or Ethnic Studies		World History		United States History		Government/ Economics	
		Health							
		Total Credits		Total Credits		Total Credits		Total Credits	

Technology course or proficiency test _____
(date completed)

Preparing for College: A Step-By-Step Guide

Freshman	• Inform your counselor that you want to attend a four year college or university • Take Mathematics I or Mathematics II and a world language in both semesters • Maintain A's and B's in all courses • Form a study group with friends who also plan to go to college, and study together often • Create a personal resume file to save: report cards, diplomas and certificates presented to you, a list of honors and awards you receive, a list of school and community activities you join, a list of offices you hold in these organizations, a list of jobs you hold (paid and/or volunteer); update this file each semester • Begin visiting local community colleges, state universities, and an independent college or university with your family or friends. Call the admissions office for brochures and information about campus tours • Participate in academic enrichment programs
Sophomore	• Review your freshman and sophomore grade class schedule with your counselor to make sure you are taking college prep classes • Maintain A's and B's in all courses • Continue to form study groups with friends • Update your personal resume file • Continue to visit local community colleges, state universities, or independent schools • In October, take the PSAT • Continue to participate in academic enrichment programs; many are held on college campuses, and some offer scholarships
Junior	• Maintaining A's and B's is especially important during your junior year; continue to participate in study groups • In October, register for the PSAT. The results will give you and your counselor an idea of your strengths and the areas you need to improve as you prepare for college admission • Some students may want to repeat the PSAT as this serves as the National Merit Qualifying Test for juniors • In the spring, register to take the Advanced Placement (AP) exams if you are taking AP subjects. Scoring well on those exams may enable you to earn credit for college-level courses • Do some university/college research. EGUSD high schools have computers to help you search for college and university information. All college counseling offices have libraries of college catalogs, guidebooks and directories • Create a file on colleges that appeal to you. Ask for literature about admission, financial aid and your proposed college major if you have one • Begin visiting the colleges that interest you and continue to update your resume • Start thinking of when and how often you will take college entrance exams (SAT or ACT). Taking the test in the spring will allow you to meet with your counselor to determine if you need to test again in the fall • Consider taking the SAT subject area tests that will be completed in your junior year • Over the summer, prepare for the SAT or ACT by reading books and manuals with testing tips and sample questions • Complete NCAA Clearinghouse initial eligibility application (student athletes); https://web3.ncaa.org/ecwr3
Senior	• Maintaining A's and B's is still very important; continue to form study groups • Check frequently with your counselor or career center director for information about scholarships awarded by your school, local companies, and community groups • In early September, register for the SAT and ACT • In September and October, complete the College Scholarship Service/Profile (CSS/Profile) registration form and see your counselor • In October, contact all schools that interest you for application forms including financial aid and scholarship as well as filing for your Free Application for Federal Student Aid (FAFSA) PIN number • Keep a file on each school that includes a checklist of all the required admission items, such as transcripts, application fees, recommendations, essays, test scores, etc. Pay special attention to deadlines—mark them on your personal calendar—and apply early • Practice filling out applications or scholarship forms on a photocopy first. Most colleges have electronic applications which are filled out electronically and submitted online • In October or November, file your California State University (CSU) applications • In November, file your University of California (UC) applications • December, is a critical time for private college early-consideration applications and merit scholarships • In January, complete the Free Application for Federal Student Aid (FAFSA) online • In January, remind your parent to prepare the income tax statement early enough to photocopy for colleges where you will apply for financial aid • In February, tell your counselor if you want to apply for a Cal Grant so that the form can be submitted during this month • In the spring, wait for your acceptance letter; you may also hear about financial aid and scholarship eligibility about this same time • By May 1, mail your commitment deposit check to the college or university you plan to attend • Write or call colleges to which you were admitted, but will not be attending and inform them where you will attend • In May, take AP exams • Participate in any summer orientation programs for incoming freshmen

Aptitude Tests

Your transcript of high school courses and grades is the first prediction of your success in college and your college entrance examination is the second indication. The SAT and ACT are some of the tests required by colleges and universities. These tests should be taken prior to the student's senior year. Any retesting should be completed by December of the senior year.

Check with your college of choice to determine if the SAT and/or ACT is used in the application and admissions process. The PSAT is a tool utilized in 8th and 10th grade to prepare for college entrance exams like the SAT. Most high school students take the ACT, SAT, or both during the spring of their junior year or fall of their senior year. It's important to leave time to re-take college exams if you need to raise your score before you apply to college. The SAT and ACT exam is offered several times nationally throughout the year.

Preliminary Scholastic Aptitude Test (PSAT)

Your high school preparation for college entrance may begin with the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) which all EGUSD sophomores are scheduled to take in October. Via the National Merit Scholarship Competition, recognition and potential scholarships are available for qualifying juniors.

Scholastic Aptitude Test (SAT)

The SAT is the most readily-accepted college entrance examination by colleges in the west. Local university testing requirement information is provided in this course catalog on the "University Admission Requirements" page. It is wise to take the SAT for the first time in one's junior year and then use the test information along with test preparation materials (found in the high school career center) to improve the score. Students should be encouraged to practice for the SAT using *Official SAT Practice* (OSP) with Khan Academy. This is a FREE practice website for all students and will directly link to PSAT results to build a personalized practice plan for the SAT. www.khanacademy.org/sat In addition, all students are being asked to register their accounts at www.californiacolleges.edu to get started with career and college planning and to prepare for the application and other college planning processes that occur in 12th grade.

Students should discuss college plans and testing with their school counselors and register for testing using the dates found at the links provided below.

Please check www.collegeboard.com and www.actstudent.org or your counselor for more details.

Again, check with the colleges of choice.

https://collegereadiness.collegeboard.org/sat

The SAT is a key resource for college preparation in the subject areas of English and Math. SAT test results can represent one factor considered in the admissions process by some colleges and universities, including private and out-of-state colleges and universities.

The American College Test (ACT.org)

The ACT is an entrance exam used by many in-state and out-of-state colleges and universities to make admissions decisions. The ACT can be a key resource in preparing for English, Math, reading and scientific reasoning.

Registering for Tests

Information bulletins with registration forms for tests are available outside the Counseling Office. Students should consult the bulletins for detailed information regarding application procedures and testing dates. Students typically can register by mail, by phone, or online. Students must plan carefully to complete their testing by their college application deadlines, which can be as early as October of their senior year. ACT/SAT school codes are:

Comprehensive High Schools	School Code
Cosumnes Oaks High School	054204
Elk Grove High School	050825
Florin High School	052722
Franklin High School	050824
Laguna Creek High School	050829
Monterey Trail High School	050902
Pleasant Grove High School	053953
Sheldon High School	052792
Valley High School	052736

Alternative Education High Schools	School Code
Calvine High School	052763
Elk Grove Charter Academy	054063
Las Flores High School	052799
Rio Cazadero High School	052925
William Daylor High School	052762

Students with Disabilities

Some students with documented learning disabilities are eligible for "extended time" on standardized tests. These students are currently eligible for extended time on tests in high school. A student must apply to the testing company for the right to use extended time on standardized tests. The process takes several weeks. If you think you might be eligible, see your Counselor. You may file your request as early as freshman year.

Fee Waivers for Testing

Fee waivers for testing are available. There are strict guidelines regarding financial need. If you think you may be eligible, see your counselor.

Challenging a Course

The Elk Grove Unified School District provides high school challenge tests in *some* subject areas that have level courses (e.g., Spanish I, Spanish II, Mathematics I, Mathematics II, etc.) in order to help students make the best decisions regarding courses to complete in high school.

Some students enter the district with background in specific areas, but their transcripts do not clearly show this. Other students may be so knowledgeable in a required subject that they wish to pass the course by examination and take a more advanced course instead. Still others may wish to pass the test in order to take an elective in another area.

Students may challenge a specific course where an exam is provided only once and may not use a challenge test to make up a course that they have failed. A student must score at 80% or above for a successful challenge. No letter grade or credit for the challenge test will be reflected on the student's transcript, just the opportunity to advance in the subject area that has leveled courses in order to have a graduation requirement met. Students may not use challenged courses to meet college entrance requirements. University policy prohibits this practice. Please contact your school counselor regarding the availability of a specific subject-area challenge test.

Challenge tests are administered at the Robert L. Trigg Education Center in the Office of Curriculum/Professional Learning. Please contact your school counselor if you are interested in a challenge test.

Proficiency tests are offered to meet the technology graduation proficiency. Click here for performance goals, indicators, and measures.

- Proficiency Test is given in the Fall on specific dates and times
- Dates and times of test are published in August/September
- Students must be enrolled in an EGUSD high school to take the test
- Students are only allowed to take the test one time
- Students have a maximum of 3 hours to complete the test

For multi-lingual learners only whose primary language is not English, proficiency tests are

offered to satisfy the one-year World Language graduation requirement. Please note that while passing proficiency tests satisfies the EGUSD World Language graduation requirement, **they do NOT satisfy a-g credit necessary to be eligible to attend a college in the UC or the CSUS system**. World Language proficiency exams may only be taken once, and they are offered to incoming 9th grade through 12th grade students. Testing occurs in the spring and summer.

Applying for Financial Aid

Financial aid is awarded based on merit (academic achievement), financial need, or some combination of both. Some schools will offer merit scholarships to attract students who are high achieving relative to the school's applicant pool. Few schools maintain "need- blind" admissions, meaning that applicants are admitted without regard to their ability to pay. Schools who do maintain need blind admissions will state this in their financial aid information because they are proud of this fact.

Probably more than half of all student applicants apply for financial aid. Colleges themselves are the greatest sources of financial aid because they distribute money made available through the U.S. government. Aid from colleges is usually awarded as a package consisting of:

- A grant: this is a gift and does not have to be repaid.
- A student loan: this must be repaid by the student.
- Work-study: this is an opportunity to work for pay for a certain number of hours per week on campus.
- A good website for estimating your family's financial aid eligibility is: www.finaid.org.

The FAFSA, the Free Application for Federal Student Aid, is required by all colleges in order to apply for financial aid. You may file your application on the web at www.fafsa.ed.gov. However, you must first apply for a PIN number, because you need a PIN to electronically sign your FAFSA. Once you apply for your PIN on the FAFSA web page, your PIN number will be mailed to you in 1-5 days. In either case, the FAFSA cannot be filed until after January 1 of the year in which the student plans to attend college.

From detailed financial information reported in the FAFSA, formulas produce the expected family contribution, or EFC. This sum is considered an amount that the family can be reasonably expected to pay over time, not just currently from income and assets. Each November, the Counseling Department invites a guest speaker to explain line by line the process of filling out the FAFSA.

In addition to the FAFSA, some colleges also require the CSS College Profile when applying for financial aid. The Profile is offered through the College Scholarship Service, which is the financial aid division of the College Board. One can apply on line at www.collegeboard.com or by phone. In either case one must complete the CSS College Profile short form. Copies are available in the counseling office as early as October. The FAFSA is free, but the College Profile costs money. If a college requires it, however, one must fill it out. The College Profile collects even more information about the finances of the student and parents.

Some colleges also require students to fill out a financial aid form from the college. Be sure to check with the colleges you are applying to be sure that you complete all of the necessary forms. Be aware of financial aid deadlines; these differ from one college to another.

After the colleges, the best sources of financial aid are local. In Elk Grove, for example, the Elk Grove Community Foundation, a non-profit organization, distributes thousands of dollars in aid to our graduating seniors. Students fill out an application for these scholarships in February.

Finally, there are scholarships offered nationally. Scholarship information that arrives in the Counseling Office is regularly filed in a large notebook easily available to students. Many books in the Counseling Office also list nationally- offered scholarships. More and more, the web is now the source of national scholarship information. If there is still financial need after scholarship possibilities have been exhausted, families next investigate loans. Some loans are through the college and the federal government. Other sources are private.

With the entire process of applying for financial aid, it is important to honor deadlines in order to maximize your chances of being awarded financial aid.

University Admission Requirements

California State University (CSU) and University of California (UC) - ("a-g" Courses)

Listed below are the current admission requirements for entering freshmen students. The intent of the "a-g" subject requirement is to ensure that students can participate fully in the first-year program at the university level in a wide variety of fields of study. To satisfy this requirement, students must complete the 15 year-long high school courses listed below. These courses are also known as the "a-g" subjects. At least seven of the 15 year-long courses must be taken in the last two years of high school. One unit equals one year of high school study. For a more detailed description please refer to:

- www.csumentor.edu/generalfreshmaninfo.html for CSU information, or
- https://admission.universityofcalifornia.edu for UC information.

For early admission information, please see your school counselor or visit the university website.

"a-g" courses are required for students' admission to the UC or CSU; however, all students are strongly encouraged to complete the "a-g" course requirements. Be sure to check with your counselor to make sure the EGUSD courses you select are "a-g" approved in order to meet the a-g requirements (see table below).

Required "a-g" Courses	Subject	CSU/UC
a	History/Social Science (World History; United States History or United States History and Government)	2 units
b	English	4 units
c	Mathematics (Mathematics I, Mathematics II and Mathematics III)	3 units
d	Science with laboratory	2 units
e	Foreign/World Language	2 units
f	Visual and Performing Arts (art, dance, theatre, music, etc.)	1 unit
g	Electives (English, advanced math, social science, history, laboratory science, foreign language, visual and performing arts, agriculture)	1 unit
	Total	**15 units**

Private Four-Year Colleges and Out-Of-State Schools

Specific admission requirements vary widely. In general, the course requirements listed above for the University of California will meet the admission requirements of most private colleges and universities across the U.S. (for example, Harvard, Pepperdine, UOP, BYU, etc.). Check the university website or the college handbook/catalog for each college that is located in the Career Center at your high school.

Some websites that parents may find helpful are: www.collegeview.com, and www.hbcuconnect.com.

Community College
Cosumnes River College, part of the Los Rios Community College District, is the "neighborhood" community college serving Elk Grove Unified School District. Community college students may select from career certificate programs with as few as 10 units or as many as 43 units. Many of the certificate programs act as the core of a 60-unit degree program allowing students career skills to use while pursuing Community College graduation or transfer (60 units+) to a four-year university. Some students opt to attend Sacramento City College or American River College, also part of the Los Rios Community College District. All students who plan to attend a community college should contact their school of choice and ask to begin their matriculation process. The matriculation process is designed to assist a student with his/her educational goal by including an admission process, pre-enrollment assessment, an orientation to college programs, counseling services, and procedures. The matriculation process leading to transfer can be difficult to understand. Transferable courses may or may not satisfy lower division major preparation, general education, and/or elective requirements. It is imperative to contact the community college of choice regardless of whether a student plans to stay at the college or transfer to a four-year university.

National Collegiate Athletic Association (NCAA) Information

The NCAA has approved the following courses for use in establishing the initial-eligibility certification status of student-athletes from the Elk Grove Unified School District. These approved courses are designated to fulfill the NCAA's initial-eligibility requirements, which certify the eligibility of student-athletes to participate in sports at an NCAA Division I or II institution during their freshman year of college. The minimum grade point average (GPA) requirements for Division I and Division II are different, so to learn more, be sure to download a copy of the NCAA Guide for the College Bound Student Athlete at https://web3.ncaa.org/ecwr3. Beginning with the class of 2016, eligibility requirements have changed. These changes can also be found on the NCAA eligibility website.

In order for a student to receive credit for a course designed for students with disabilities, the student must have provided verification of his or her disability status by presenting to the NCAA Initial-Eligibility Clearinghouse either: (1) a nonstandard ACT or SAT score; or (2) notice of disability designation by the NCAA Disability Services staff.

For more information, please contact your school guidance counselor and/or visit the NCAA Eligibility Center website at www.ncaaclearinghouse.org or by phone at (317) 223-0700 or toll free at 877-622-2321.

College & Career Planning

English	Course #
AFRICAN AMERICAN CULTURAL STUDIES	02697
CREATIVE WRITING I	02671
CREATIVE WRITING II	02672
ENGLISH 9	02000
ENGLISH 9 HONORS	02030
ENGLISH 10	02100
ENGLISH 10 HONORS	02130
ENGLISH 10: GET REEL: ENGLISH THROUGH YOUR LENS	02150
ENGLISH 11	02200
ENGLISH 11 HONORS	02230
ENGLISH 11: DESIGNING THE AMERICAN DREAM	02250
ENGLISH 11: LANGUAGE & COMPOSITION (AP)	02240
ENGLISH 12	02300
ENGLISH 12: LITERATURE & COMPOSITION (AP)	02340
ENGLISH HL1 (IB)	20021
ENGLISH HL2 (IB)	20022
FILM AS LITERATURE	02695
MYTHOLOGY	02690
PUBLIC SPEAKING I	02641
PUBLIC SPEAKING II	02642

Mathematics	Course #
ADVANCED MATHEMATICS, INTRODUCTION TO	03046
CALCULUS AB (AP)	03050
CALCULUS BC (AP)	03055
EXPLORING FUNCTIONS THROUGH MATHEMATICAL PRACTICES	03022
MATHEMATICS I	03015
MATHEMATICS I A	03012
MATHEMATICS I A, PART 1	03101
MATHEMATICS I A, PART 2	03102
MATHEMATICS I B, PART 1	03103

MATHEMATICS I B	03013
MATHEMATICS I B, PART 2	03104
MATHEMATICS II	03025
MATHEMATICS II A, PART 1	03125
MATHEMATICS II A, PART 2	03126
MATHEMATICS II B, PART 1	03127
MATHEMATICS II B, PART 2	03128
MATHEMATICS II HONORS	03026
MATHEMATICS II/PRE-CALCULUS A HONORS	03047
MATHEMATICS III/PRE-CALCULUS B HONORS	03048
MATHEMATICS II/III ACCELERATED HONORS	03037
MATHEMATICS III	03035
MATHEMATICS III A, PART 1	03135
MATHEMATICS III A, PART 2	03136
MATHEMATICS III B, PART 1	03137
MATHEMATICS III B, PART 2	03138
MATHEMATICS III HONORS	03036
MATHEMATICS III/PRE-CALCULUS ACCELERATED HONORS	03038
MATHEMATICS: ANALYSIS AND APPROACHES HL1 (IB)	20080
MATHEMATICS: ANALYSIS AND APPROACHES HL2 (IB)	20081
MATHEMATICS: ANALYSIS AND APPROACHES SL1/PREP COURSE (IB)	20037
MATHEMATICS: ANALYSIS AND APPROACHES SL (IB)	20038
MATHEMATICS: APPLICATIONS AND INTERPRETATIONS SL1/PREP COURSE (IB)	20039
MATHEMATICS: APPLICATIONS AND INTERPRETATIONS SL (IB)	20040
PRE-CALCULUS	03040
PRE-CALCULUS (AP)	03052
PRE-CALCULUS A, PART 1	03143
PRE-CALCULUS A, PART 2	03144
PRE-CALCULUS B, PART 1	03145
PRE-CALCULUS B, PART 2	03146
PRE-CALCULUS HONORS	03041
PROBABILITY AND STATISTICS	03068
PROBLEM SOLVING A	03060
QUANTITATIVE REASONING WITH ADVANCED MATH TOPICS	03147
STATISTICS (AP)	03058

Natural/Physical Science	Course #
ADV INTERDISC SCIENCE FOR SUSTAINABLE AGRICULTURE	12222
ANIMAL ANATOMY AND PHYSIOLOGY OF PLANTS	12202
ASTRONOMY	04611
BIOCHEMISTRY OF FOOD	04203
BIOLOGY (AP)	04109
BIOLOGY AND SUSTAINABLE AGRICULTURE	12220
BIOLOGY HL1 (IB)	20043
BIOLOGY HL2 (IB)	20044
BIOLOGY OF THE LIVING EARTH	04104
BIOLOGY OF THE LIVING EARTH, NEWCOMER EL	04107
BIOLOGY SL1 (IB)	20041
BIOLOGY SL2 (IB)	20042
BIOMEDICAL INNOVATION HONORS (PLTW)	12406
CHEMISTRY (AP)	04209
CHEMISTRY AND AGRISCIENCE	12221
CHEMISTRY HL1 (IB)	20047
CHEMISTRY HL2 (IB)	20048
CHEMISTRY IN BIOTECHNOLOGY	04210
CHEMISTRY IN THE COMMUNITY	04201
CHEMISTRY IN THE EARTH SYSTEM	04204
CHEMISTRY SL1 (IB)	20045
CHEMISTRY SL2 (IB)	20046
CRIMINALISTICS	04620
CULINARY CHEMISTRY	04202
ECOLOGY	04630
ENVIRONMENTAL SCIENCE (AP)	04639
GEOLOGY	04661
HUMAN BODY SYSTEMS HONORS (PLTW)	12162
MARINE BIOLOGY	04112
MEDICAL INTERVENTIONS HONORS (PLTW)	12405
MICROBIOLOGY	04674
MICROBIOLOGY HONORS	12672
MOLECULAR BIOTECHNOLOGY	04670
MOLECULAR BIOTECHNOLOGY HONORS	12673
PHYSICS I (AP)	04311
PHYSICS II (AP)	04312
PHYSICS OF THE UNIVERSE	04304
PHYSICS OF THE UNIVERSE, NEWCOMER EL	04305
PHYSIOLOGY	04690

Social Science	Course #
AFRICAN AMERICAN STUDIES	01604
AMERICAN GOVERNMENT	01310
ECONOMICS	01420
ECONOMICS IN AGRICULTURE	12215
ETHNIC STUDIES	01627
GLOBAL POLITICS SL (IB)	20013
GOVERNMENT AND POLITICS COMPARATIVE (AP)	01619
GOVERNMENT AND POLITICS UNITED STATES (AP)	01330
GOVT & POLITICS US / ECONOMICS (AP)	01335
HISTORY ROUTE 2 (AMERICAS) HL1 (IB)	20011

HISTORY ROUTE 2 (AMERICAS) HL2 (IB)	20012
HISTORY SL YEAR 1 (IB)	20010
HISTORY SL YEAR 2 (IB)	20009
HUMAN GEOGRAPHY (AP)	01030
INTERNATIONAL RELATIONS	01609
MACROECONOMICS (AP)	01440
MICROECONOMICS (AP)	01430
POLITICAL SCIENCE HONORS	01608
POLITICAL SCIENCE, INTRODUCTION TO	01614
PSYCHOLOGY (AP)	01603
PSYCHOLOGY (AP)	01620
PSYCHOLOGY I	01601
PSYCHOLOGY II	01602
SOCIOLOGY	01615
US HISTORY	01210
US HISTORY (AP)	01230
US HISTORY SKILLS (AP)	01231
WOMEN'S STUDIES	01607
WORLD GEOGRAPHY	01010
WORLD GEOGRAPHY HONORS	01020
WORLD HISTORY	01110
WORLD HISTORY (AP)	01130
WORLD HISTORY HONORS	01120
YOU AND THE LAW	01611

Additional Core Courses	Course #
AMERICAN SIGN LANGUAGE II	05400
AMERICAN SIGN LANGUAGE II	05401
AMERICAN SIGN LANGUAGE III	05402
FRENCH I	05110
FRENCH II	05120
FRENCH III	05130
FRENCH IV	05140
FRENCH IV HONORS	05141
FRENCH LANGUAGE (AP)	05150
FRENCH B SL1 (IB)	20051
FRENCH B SL2 (IB)	20052
GERMAN I	05210
GERMAN II	05220
GERMAN III	05230
GERMAN IV	05240
GERMAN LANGUAGE (AP)	05250
JAPANESE I	05310
JAPANESE II	05320
JAPANESE III	05330
JAPANESE IV	05340
JAPANESE IV HONORS	05341
JAPANESE LANGUAGE AND CULTURE (AP)	05350
JAPANESE B SL1 (IB)	20057
JAPANESE B SL2 (IB)	20058
SPANISH I	05010
SPANISH II	05020
SPANISH III	05030
SPANISH IV	05040
SPANISH B SL1 (IB)	20055
SPANISH B SL2 (IB)	20056
SPANISH SL1 PREPARATION COURSE (IB AP INITIO)	20056
SPANISH SL1 (IB AP INITIO)	20053
SPANISH NATIVE SPEAKERS I	20054
SPANISH NATIVE SPEAKERS II	05060
SPANISH LITERATURE AND CULTURE (AP)	05045
SPANISH LANGUAGE AND CULTURE (AP)	05046
THEORY OF KNOWLEDGE 11 (IB)	20001
THEORY OF KNOWLEDGE 12 (IB)	20002

One of the primary goals of high school is to prepare students for work and post-secondary education. When selecting courses, students are strongly encouraged to consider their career and educational plans and select courses that will best help them to reach their goals. Many resources are available online at www.egusd.net/StudentsFamilies/ResourcesSupports/College-and-Career.

The Counseling and Career Centers offer:

1. Interest and aptitude testing to aid in career and post-secondary planning;
2. Assistance with course selection and decision making;
3. Specific information on over 45,000 jobs, including training requirements;
4. Identification of high school prerequisites for college;
5. Identification of high school courses and career technical education (CTE) pathways to prepare for various occupations;
6. Information on college financial aid and scholarships.

Register your student and parent accounts now at www.CaliforniaColleges.edu. This college and/or career planning website provides students and parents with an all-inclusive, one-stop location to guide college and career decision-making and planning for life after high school. The platform provides tools needed to support students as they explore colleges, careers, college application processes and resources for financial planning.

Career Connected Learning (CCL)

Career Technical Education (CTE) at EGUSD Preparing Students for College, Careers, and Life

EGUSD's **Career Technical Education (CTE)** programs offer students the chance to explore career opportunities while gaining the academic and technical skills needed to succeed in the workforce. CTE combines rigorous academics, hands-on learning, real-world experiences, and support systems to help students develop the skills and mindset they need for life after graduation. It also creates clear pathways to post-secondary education, training, and partnerships with local businesses and industries.

Key Components of CTE:

1. **Rigorous Academic Study**
   Students take **A-G approved academic courses** that are integrated with career-focused themes and real-world learning opportunities.
2. **Relevant Career Technical Education (CTE)**
   A **three-year sequence** of CTE courses, focused on a specific career field, that includes project-based learning, community service, business interactions, and field trips to colleges.
3. **Wrap-around Student Support**
   Students benefit from a **"school-within-a-school"** environment in academies, where they build strong relationships with teachers and peers, and develop critical 21st-century skills aligned with EGUSD's Graduate Profile.
4. **Work-Based Learning Opportunities**
   Local business and industry leaders contribute through **guest speakers, mentoring, industry tours, job shadows**, and internships, helping students connect with professionals in their field.

CTE Settings: Academies, Pathways, and Programs

1. **Academies**
   Career Academies are small learning environments where students are grouped together and take both academic and CTE courses related to a specific career theme. These academies offer a high level of integration and collaboration between students, teachers and industry, and often include cross-curricular projects focused on career goals. Students work closely together to learn both academic and technical skills.
2. **Pathways**
   CTE Pathways are career-focused sequences of courses aligned with California's 15 industry sectors, ranging from **Agriculture** to **Transportation**. Each sector is broken down into specific pathways that provide students with a structured path to employment. The pathways offer opportunity to earn college credits, industry certifications in a related field. EGUSD offers 14 of these sectors, such as **Public Services**, which includes pathways in **Emergency Response, Legal Practices,** and **Public Safety**. Students progress from an **introductory** course in 10th grade to an **advanced capstone** course in 12th grade.
3. **Programs**
   CTE Programs are intensive, focused training courses offered through **Satellite CTE**, which are open to students across the district. These programs provide students with **real-world job** skills, college credits, or industry-recognized certifications. Most programs are offered before or after school to accommodate students from different high school campuses.

CTE Pathways: A Structured Approach to Career Readiness

CTE pathways offer students the chance to engage in a **progressive sequence** of courses:

- **Introductory Level** (10th Grade): Students begin their pathway with foundational courses.
- **Concentrator Level** (11th Grade): Students build on their skills in more advanced courses.
- **Capstone Level** (12th Grade): Students complete their pathway with hands-on, advanced coursework and often receive college credits or certifications.

Students who complete all three levels are recognized as **"CTE Completers"** and may earn early college credits or an industry certification, giving them a competitive edge in the workforce or college applications. To ensure they're on the right track, students are encouraged to meet with a counselor as early as 9th grade to plan their pathway.

Satellite CTE Programs

Satellite CTE programs are open to **12th-grade EGUSD students** and provide intensive, hands-on training in real-world settings. Some courses even offer **college credit** or **industry-recognized**

certifications. These programs are typically held before or after school and are available district-wide.

Key Information:

- Available to 12th-grade students only.
- Year-long courses that range from **1 to 3 hours daily.**
- No mid-year applications accepted.
- If demand exceeds capacity, students are selected by lottery.
- Transportation is not provided—students must arrange their own travel.

Application Process:

1. **Meet with a counselor** to discuss if Satellite CTE is the right fit.
2. Complete the online application at: https://exploreccc.egusd.net.
3. Parents will be contacted for approval.
4. Counselor verification follows parent approval.

For more information about CTE pathways, academies, and Satellite CTE programs, visit exploreccc.egusd.net.

By participating in CTE, EGUSD students not only gain technical and academic skills, but also have the opportunity to connect with local industries, earn certifications, and set themselves up for future success in both higher education and the workforce.

Work Experience Education

The Work Experience Education (WEE) program is established, conducted, and maintained in accordance with the rules and regulations regarding WEE drafted by the California State Board of Education and meet the standards of the State Plan for Career Technical Education (Ed Code 46300) and is a course of study that combines on-the-job training with related classroom instruction.

Student Qualifications:

In order to qualify for participation in any WEE program, a student in the Elk Grove Unified School District shall:

1. Have attained junior standing in high school. Individual students with exceptional need and with less than junior standing may be enrolled with specific authorization by the principal.
2. Have maintained satisfactory achievement (2.0 grade point average and no "F" grades) in her/his schoolwork during the previous semester. Individual students with exceptional need may be enrolled with principal's discretion and documentation.
3. Have a satisfactory school attendance record of at least 90% attendance.
4. Have the approval of his/her parents, the school guidance office, and the school Work Experience Coordinator.

Exploratory Work Experience Education (EWEE):

EWEE is an elective course combining non-paid job observation and sampling with related classroom instruction in employability skills. Students will ascertain their interest and suitability for the occupation(s) they are exploring.

General Work Experience Education (GWEE):

GWEE is an elective class that combines supervised paid employment in any occupational field with related classroom instruction in employability skills. Students will develop work habits, attitudes, self-confidence, and job skills that are used to locate, secure and retain employment in their community.

Career Technical Work Experience Education (CTWEE):

The CTWEE course is designed to support students in the various career-connected academies and pathways in EGUSD. Students enrolled in either concentrator (second year) or capstone (third year) courses are eligible for the CTWEE course while on an identified internship within their chosen career sector and with the approval of their career technical education teacher/coordinator.

Summer School Work Experience Education:

Career Technical WEE is offered during summer sessions with required weekly WEE class. Exploratory WEE can be offered in the summer under special circumstances for students in CTE academies and pathways who are in unpaid internships directly linked to their coursework.

School Credit:

- General Work Experience Education (GWEE): A maximum of ten (10) units for each semester with a maximum of forty (40) semester units per high school enrollment.
- Career Technical Work Experience Education (CTWEE): A maximum of ten (10) units for each semester with a maximum of forty (40) semester units per high school enrollment.
- Exploratory Work Experience Education (EWEE): A maximum of five (5) units for each semester with a maximum of twenty (20) semester units per high school enrollment.

A graduating senior may be enrolled in WEE through EGUSD for the sole reason of providing a CTWEE internship during the summer immediately following high school graduation. The purpose of this enrollment would be to allow the minor graduate to participate in district-sponsored internships.

Special Programs

Advancement Via Individual Determination (AVID)

The AVID Program is a four-year college preparatory class for underrepresented students who demonstrate academic potential. Offered at all comprehensive high schools, the goals of the program are to provide academic instruction and other support to students to prepare them for four-year college and university eligibility, give students college-level entry skills, and motivate them to pursue a college education. The AVID curriculum consists of seminars offered in note-taking, study skills, time management, test-taking strategies, SAT/ACT and college entrance/placement exam preparation, and effective textbook reading and library research skills. Students receive extensive help in preparing college applications and financial aid forms. Guest speakers from collegiate institutions and the business community also visit the AVID classroom. Additionally, collegiate tutoring is made available to AVID students during the regularly scheduled AVID class. Students must apply to participate in the AVID program through an application which may be obtained by contacting the AVID coordinator at each school site.

Community College Concurrent Courses

Opportunities may be available for qualified students to enroll in courses at local community colleges or California State University, Sacramento that may be offered on the high school campus or at individual colleges. Students need to contact their counselors for more information and gain prior approval from the school principal for dual enrollment or advanced education opportunities. Students may enroll in articulated college courses through their career technical education (CTE) teacher.

English Learners (EL)

English Learner (EL) classes are available for individuals with English language development needs. The focus of these classes is on the development of language acquisition through the use of different instructional approaches modified to meet students' needs. In addition, there are EL/Transitional courses that allow students to complete graduation requirements as well as continue to learn English. Parents or students wanting more information should contact the high school Counseling Office.

Gifted and Talented Education (GATE)

GATE provides extra services to identified GATE students. The GATE program is designed to serve students who have been referred by teachers or parents and are found to be eligible because of: 1) high achievement; 2) leadership ability; 3) creative ability; 4) talent in visual and performing arts; 5) intellectual development; or 6) specific area achievement. Participation in GATE programs is voluntary for identified GATE students. Contact a counselor for additional information.

Honors/Advanced Placement Classes

The Advanced Placement (AP) Program is a cooperative educational endeavor of the College Board and high schools. Based on the fact that many

young people can complete college-level studies in their secondary schools, it represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in secondary school, schools that desire to offer these opportunities and colleges that wish to encourage and recognize such achievement. It does this by providing practical descriptions of college-level courses to interested schools and the results of examinations based on these descriptions to the colleges of the students' choice. Participating colleges, in turn, grant credit and/or appropriate placement to students who have done well on the examinations. Examination fees are charged for each exam. Fee waivers may be available through the AP Coordinator. (Honors classes are available for all students and every student is encouraged to challenge him/herself through enrollment in Honors/AP courses. An extra grade point is calculated in the college and cumulative GPA for most, but not all, courses. Please refer to the EGUSD course catalog for this information or contact your school counselor for guidance and assistance.) Students will be notified about the honors/AP application process and timeline during the course registration process. For more information, please visit www.collegeboard.com/apstudents.

International Baccalaureate Programme

The International Baccalaureate (IB) Programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. The programme encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. In the 9th and 10th grades, students enroll in Pre-IB courses. In the 11th and 12th grades, students challenge themselves by taking the IB course work, which includes the Theory of Knowledge class, writing the Extended Essay, and completing the Creativity, Action, and Service component. Any student, within and from outside the Elk Grove Unified School District, is eligible to enroll in this programme. The ideal IB student combines intellectual potential with motivation and a love for learning. It is recommended that in-coming students meet the following standards:

- A GPA of 3.0 or better.
- High motivation as demonstrated by excellent attendance and exemplary conduct.

To inquire about or enroll in this programme, please contact the program coordinator at (916) 683-1339.

Online Learning

A limited number of seats are available in online courses for students who need to make up credits outside of, and/or in addition to, their regular school day. Priority will be given to seniors; however, both juniors and seniors who are credit deficient but can graduate with an additional one or two classes are urged to meet with their counselors to discuss this option.

Special Education

The program is open to students who have exceptional learning needs and have an active Individualized Educational Plan (IEP). A number of special education programs are available in the Elk Grove Unified School District for individuals with exceptional learning needs.

1. The **Special Day Class-Learning Handicapped (SDC/LH)** is a program for students who have more intensive needs than can be met by the regular school program. Students are enrolled for the majority of their day and grouped according to similar instructional needs.
2. The **Special Day Class-Emotionally Disturbed (SDC/ED)** is a program designed to meet the needs of individuals with severe emotional needs who are unable to benefit from instruction in a regular or less restrictive Special Education class. (This is an academic label, not a mental health label.)
3. The **Special Day Class-Independent Living Skills (SDC/ILS)** is a program designed for learning handicapped students who demonstrate significant needs requiring a life skills program. These students would benefit from a curriculum that emphasizes the areas of functional academics, social skills, domestic skills, community training, Career Technical Education, and recreation/leisure activities.
4. The **Special Day Class-Supportive Living Skills (SDC/SLS)** is a program designed for learning handicapped students who

demonstrate significant needs requiring a life skills program. These students would benefit from a curriculum that emphasizes the areas of functional academics, social skills, domestic skills, community training, Career Technical Education, and recreation/leisure activities.

5. The **Resource Specialist Program (RSP)** provides instructional planning, tutorial assistance, special instruction and other services to individuals with learning handicaps in regular classrooms and/or special programs.
6. The **Adapted Physical Education (AdPE)** provides direct physical education services by an adapted physical education specialist to students who have needs that cannot be adequately satisfied in other physical education programs as indicated by an assessment and evaluation of motor skills performance and other areas of need.
7. The **Language, Speech and Hearing Program (LSH)** is a support services instructional program which seeks to help students learn and use better communication skills. Services may be provided in the following areas: Articulation, voice, stuttering, language, auditory processing, and/or hearing loss.
8. The **Strategies or Study Skills** course is designed to improve study skills. These may include time management, organizational skills, test-taking strategies, expository and narrative reading strategies, note-taking and other writing skills and awareness of individual learning styles and needs. Students are expected to bring coursework from other classes and use the strategies taught to increase their effectiveness as learners. The strategies program is limited to students placed in one of the above programs, or students identified and referred by the student study team.
9. The **Strategy Center or Learning Resource Center** provides academic support in all areas of the curriculum for students who are having difficulty in their classes. Teachers send students who would benefit from extra help to the Strategy Center for assistance with projects, written assignments, and reinforcement of curriculum concepts.

CHSPE CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM

The California High School Proficiency Examination (CHSPE) is offered every fall, spring, and summer. Testing locations, dates, fees, and registration deadlines are available online at www.chspe.net or at the CHSPE Office at the Sacramento County Office of Education. Visit your school's counseling office for a flyer outlining the dates and locations for the exam.

Non-Discrimination

District Policy Prohibiting Discrimination/ Harassment/Intimidation/Bullying of Students

The Elk Grove Unified School District prohibits discrimination against, nor will it tolerate the intimidation, harassment or bullying of, any student by a student, employee, or any other person from or in the District, on the basis of the student's actual or perceived disability, sex, gender, gender identity, gender expression, nationality, immigration status, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status or association with a person or group with one or more of these actual or perceived characteristics. Students who harass, intimidate, or bully other students on the basis of these prohibited bases shall be subject to counseling and appropriate discipline, up to and including expulsion. An employee who permits or engages in such harassment, intimidation and bullying may be subject to disciplinary action, up to and including dismissal. [BP 5145.18 (b)]

The Elk Grove Unified School District has a policy and practice of nondiscrimination in all District programs and activities for all students. The Board shall ensure equal opportunities for students in admission and access to educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities, regardless of a student's actual or perceived disability, sex, gender, gender identity, gender expression, nationality, immigration status, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. Lack of English language skills will not be a barrier to admission to and participation in career technical education programs or any other District program. School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in instruction, guidance and supervision. Staff shall be on the alert for and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. [BP 5145.18 (a & b)]

The Elk Grove Unified School District also has a specific policy that prohibits bullying based on, among other things, actual or perceived disability, sex, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. [BP 5131.2] For purposes of this policy, bullying is defined as abusive action or conduct, which can be physical, verbal, written, psychological or sexual in nature. Examples of bullying in these different forms include but are not limited to:

- Physical: hitting, kicking, spitting, and pushing;
- Verbal or Written: teasing, threatening, and name-calling;
- Psychological: social isolation, manipulation, spreading rumors, and intimidating; and/or
- Sexual: touching, assault, exhibitionism and many of the actions listed above.

Sexual Harassment Policy

The Elk Grove Unified School District prohibits unlawful sexual harassment of any student by any student, employee, or other person from or in the District. Any student who engages in the sexual harassment of any person from or in the District may be subject to disciplinary action, up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to appropriate disciplinary action up to and including dismissal. [BP 5145.7]

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature such as:

- Unwelcome leering, sexual flirtations or propositions;
- Unwelcome sexual slurs, epithets, threats, verbal abuse, or derogatory comments;
- Touching an individual's body or clothes in a sexual way;
- Displaying sexually suggestive objects in the educational environment.

Reporting Procedures

Any student who feels that he or she or another student in the District is being unlawfully discriminated against, harassed, intimidated or bullied by any student, employee, or other person from or in the District should immediately notify school staff or an administrator such as the principal or a vice principal so that the concern can be investigated and addressed. A student or parent

may also file a written complaint in accordance with the District's Uniform Complaint Procedures. [BP & AR 1312.3, BP 5131.2, and BP 5145.18] The District prohibits retaliatory behavior against any person filing a complaint or any participant or witness in the complaint process. Each complaint will be fully investigated in a way that respects the privacy of all parties concerned, and appropriate action will be taken to remedy a finding of discrimination, harassment, intimidation or bullying.

Additional Information

Additional information about these policies, your rights and responsibilities, or about how to file a complaint regarding alleged discrimination, harassment, intimidation, or bullying can be obtained by contacting the HR Compliance Coordinator, HRCompliance@egusd.net, (916) 686-7795, Elk Grove Unified School District, 9510 Elk Grove Florin Road, Elk Grove, CA 95624.

Title IX provides federal protections to promote gender equity and prohibit gender-based discrimination, including gender identity and transgender status, sexual harassment, and discrimination based on marital, parental, or pregnancy status. For complaints regarding discrimination based on sex, contact the appropriate Title IX Coordinator listed below:

For student against student complaints:
Jenifer Avey, Assistant Superintendent,
PreK-6 Education/Title IX Coordinator
9510 Elk Grove Florin Road
Elk Grove, CA 95624
(916) 686-7795 x 67125
TitleIX@egusd.net

Chad Sweitzer, Assistant Superintendent,
Secondary Education/Title IX Coordinator
9510 Elk Grove Florin Road
Elk Grove, CA 95624
(916) 686-7795 x 67118
TitleIX@egusd.net

For complaints against employees:
Elena Duenas, HR Compliance
Coordinator/Title IX Coordinator
9510 Elk Grove Florin Road Elk Grove, CA 95624
(916) 686-7795 x 67149
HRCompliance@egusd.net or TitleIX@egusd.net

Copies of the District's policies prohibiting discrimination, harassment (including sexual harassment), intimidation, and bullying, and copies of the Uniform Complaint Procedures also are posted on the District's Internet site – www.egusd.net and can be located through the links "Students & Parents" and "District Policies/ Procedures/Notices."

Complaint Policy

Do you have a complaint or a concern?

The Elk Grove Unified School District has confidence in the competence and professionalism of its staff. However, if the school your child attends is not measuring up to your expectations, we would like to know about it. The district encourages free and open communication from individuals and groups within the community regarding compliments, suggestions, questions, and complaints about any part of the school program or any employee of the school district.

To express a compliment about school personnel:

If you would like to share a compliment, you can call a district employee, send a note, or speak to the person directly. You can also contact the person's supervisor or principal, the superintendent, or the Board of Education.

To express a concern about school personnel:

If you have a concern, it helps to bring it to the attention of the correct people. In general, a parent should communicate first with the school and then with the appropriate office in the district administration.

a. Every effort should be made to resolve a complaint with the employee involved.
b. If the concern is not resolved with the employee, it should be submitted to the principal in writing.
c. If the principal cannot resolve the problem, it will be submitted to the associate superintendent responsible for elementary or secondary education.
d. Concerns not resolved at the associate superintendent level will be submitted to the superintendent.
e. Concerns may be submitted to the Board of Education if they have not been resolved at other levels. If a parent or community member brings a concern directly to the board or to a board member, the concern will be referred to

the superintendent, who will request a written statement of the complaint as a basis for study and possible solutions.

To express a concern about instructional materials:

a. Most concerns can be resolved informally by your child's teacher. This is where to start.
b. If a concern cannot be resolved informally, the district has a formal complaint procedure. The first step is to complete a complaint form which is available in the EGUSD Administrative Regulations exhibit for 1312.2.
c. The form should be completed and submitted to the site principal who will convene a team to review material and complaints.
d. If the complaint is still not resolved, the form should be submitted to the Curriculum/ Professional Learning department for review.
e. The superintendent or designee is responsible for a final decision on the appropriateness of the questioned material.
f. In some cases, curriculum materials are approved by the county or the state. If such materials are challenged, the district may forward the complaint to the appropriate county or state office without taking any action.

Complaint Procedure

In order to assist parents, students, and members of the community who have concerns related to the programs listed below, a contact person has been designated for each program. In some cases, other staff members may be able to assist you. For more information on the District's complaint procedures, see "Do you have a Complaint or a Concern?" listed above or Board Policy/Administrative Regulation 1312.1 (Complaint Procedures) or 1312.3 (Uniform Complaint Procedures).

1. Compliance officers responsible for receiving and investigating complaints for specific programs or types of complaints are as follows:

Adult Education	Director, Adult Education	(916) 686-7717
Consolidated Categorical Aid Programs	Executive Director, School Supports, School Accountability	(916) 686-7712
Migrant Education	Director, Educational Equity	(916) 686-2041
Career Technical Education	Director, College and Career Connections	(916) 422-7709
Child Care and Development Programs	Assistant Superintendent, Elementary Education	(916) 686-7704
Child Nutrition Programs	Director, Food Services	(916) 686-7735
Special Education Programs	Director, Special Education	(916) 686-7780
Discrimination Complaints	Associate Superintendent, Human Resources or designee(s)	(916) 686-7795

Submit all complaints to:

Elk Grove Unified School District
9510 Elk Grove Florin Road
Elk Grove, CA 95624

2. The District ensures that all programs comply with applicable federal and state laws and regulations.

3. In some cases, decisions made by the Elk Grove Unified School District may be appealed to the California Department of Education, or civil law remedies may apply.

List of Comprehensive High Schools

School Name	School Logo	Web Address	Phone Number
Cosumnes Oaks High School		http://cohs.egusd.net	(916) 683-7670
Elk Grove High School		http://eghs.egusd.net	(916) 686-7741
Florin High School		http://fhs.egusd.net	(916) 689-8600
Franklin High School		http://frhs.egusd.net	(916) 714-8150
Laguna Creek		http://lchs.egusd.net	(916) 683-1339
Monterey Trail High School		http://mths.egusd.net	(916) 688-0050
Pleasant Grove High School		http://pghs.egusd.net	(916) 686-0230
Sheldon High School		http://shs.egusd.net	(916) 681-7500
Valley High School		http://vhs.egusd.net	(916) 689-6500

List of Alternative High Schools

School Name	School Logo	Web Address	Phone Number
Calvine High School		https://chs.egusd.net	(916) 689-7502
Elk Grove Charter Academy		https://egca.egusd.net	(916) 714-1653
Las Flores High School		https://lfhs.egusd.net	(916) 422-5604
William Daylor High School		https://wdhs.egusd.net	(916) 427-5428
Rio Cazadero High School		https://rchs.egusd.net	(916) 422-3058