



LAGUNA CREEK HIGH SCHOOL
9050 Vicino Drive, Elk Grove, CA 95758
916.683.1339
<http://lchs.egusd.net>



STUDENT/PARENT HANDBOOK 2026-2027

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The mission of Laguna Creek High School is to develop inquiring, knowledgeable, and caring young people who attain academic excellence. Our students strive for responsible citizenship and help create a more peaceful world through life-long learning, productive employment, and intercultural understanding and respect in a global society.

PRINCIPAL'S MESSAGE

With immense pride, I welcome you to the 2026-27 School Year. I am excited about the start of another school year. Our staff looks forward to continuing to make great things possible for our students and community. I am eager to work with you as an education partner to support your child's success.

Student Handbook:

Our current student handbook is available on our [website](#). The handbook includes essential school information.

Student Schedules Pick Up

We are hosting our annual *Back to the Nest* event on August 10 (Freshmen & Juniors) and August 11 (Seniors and Sophomores) from 5 pm to 7 pm. *Back to the Nest* is a **drop-in event** where students can pick up their schedules, take campus tours, and purchase items from our student store. A *Back to the Nest* flyer with a price list is included in this packet.

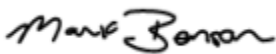
Breakfast with Benson

To help facilitate community dialogue, parents and guardians are invited to "Breakfast with Benson" on the **Second Wednesday** of each month between 9 and 10 am. During these meetings, I present information on important educational topics and allow time for parents to provide feedback and engage in conversation. These meetings will continue to be held virtually. A Microsoft Teams link will be sent each month to connect to the meeting.

School Activities - Stay Informed

All major school events are posted regularly on our school's calendar at <http://lchs.egusd.net/>. Our [Instagram](#) and [Facebook](#) pages are also hubs of information. I will send **Cardinal Connection** weekly newsletters via Synergy Mail to inform you about events and the great things Laguna Creek students accomplish. Reading the weekly newsletters, the school website, Facebook, Instagram, and Synergy emails are the best ways to stay up to date on everything happening at Laguna Creek High School. It is essential that you provide us with a valid email address so we can keep you informed. You can log into your Synergy ParentVUE portal and update your information. An event listing is included in this packet to help with your planning.

Thank you for the privilege of partnering with you in educating your children. I am looking forward to working with you this school year.



Principal, Laguna Creek High School

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 correctly
- 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

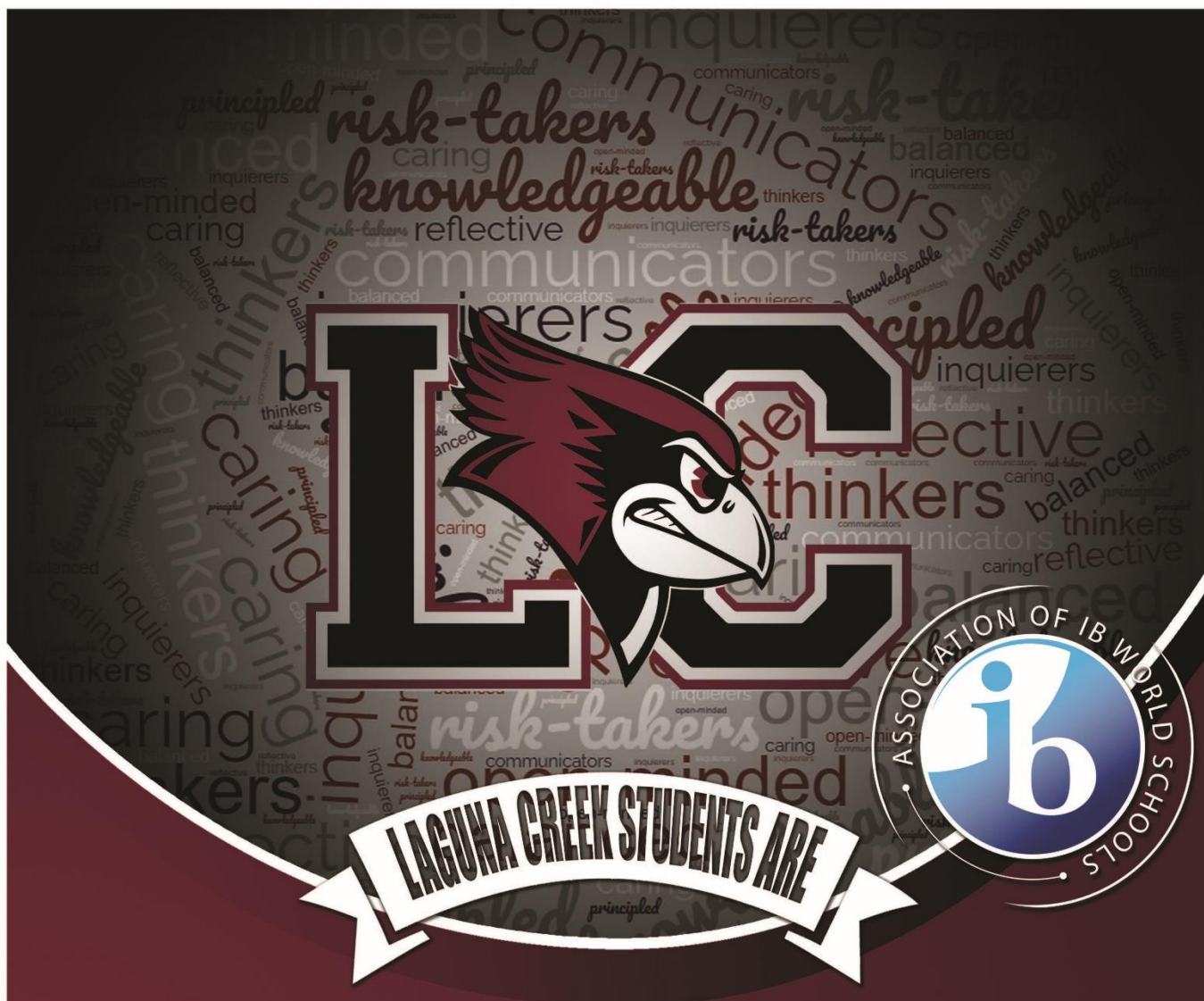
Integrity

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

NON-DISCRIMINATION and ACCESS POLICIES

District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student's actual or perceived disability, gender, gender identity, gender expression, nationality, 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. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the District Superintendent.

The Elk Grove Unified School District welcomes those with disabilities to participate fully in the programs, services, and activities offered to students, parents, guardians and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, please contact the Career Technical Education Department at 916-686-7709 at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. Government Code: Section 54953.2, Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132.)



INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Please use this link to access current
LCHS Bell Schedules

[LCHS Bell Schedule 2026-2027](#)

IMPORTANT DATES

Semesters

First Semester: August 13, 2026 – December 18, 2026

Second Semester: January 5, 2027 – May 27, 2027

Holidays and Breaks – No School, Offices Closed

Labor Day – September 7, 2026

Veteran's Day – November 11, 2026

Thanksgiving Break – November 23-27, 2026

Winter Break – December 21, 2026-January 4, 2027

Martin Luther King, Jr. Day – January 18, 2027

Lincoln's Day – February 8, 2027

President's Day – February 15, 2027

Spring Break – March 15-19, 2027

Memorial Day – May 31, 2027

Juneteenth Day – June 19, 2027

Independence Day – July 4, 2027

Minimum Days

Staff Workshop – September 15, 2026

Semester I Progress Report – October 9, 2026

Staff Workshop – October 27, 2026

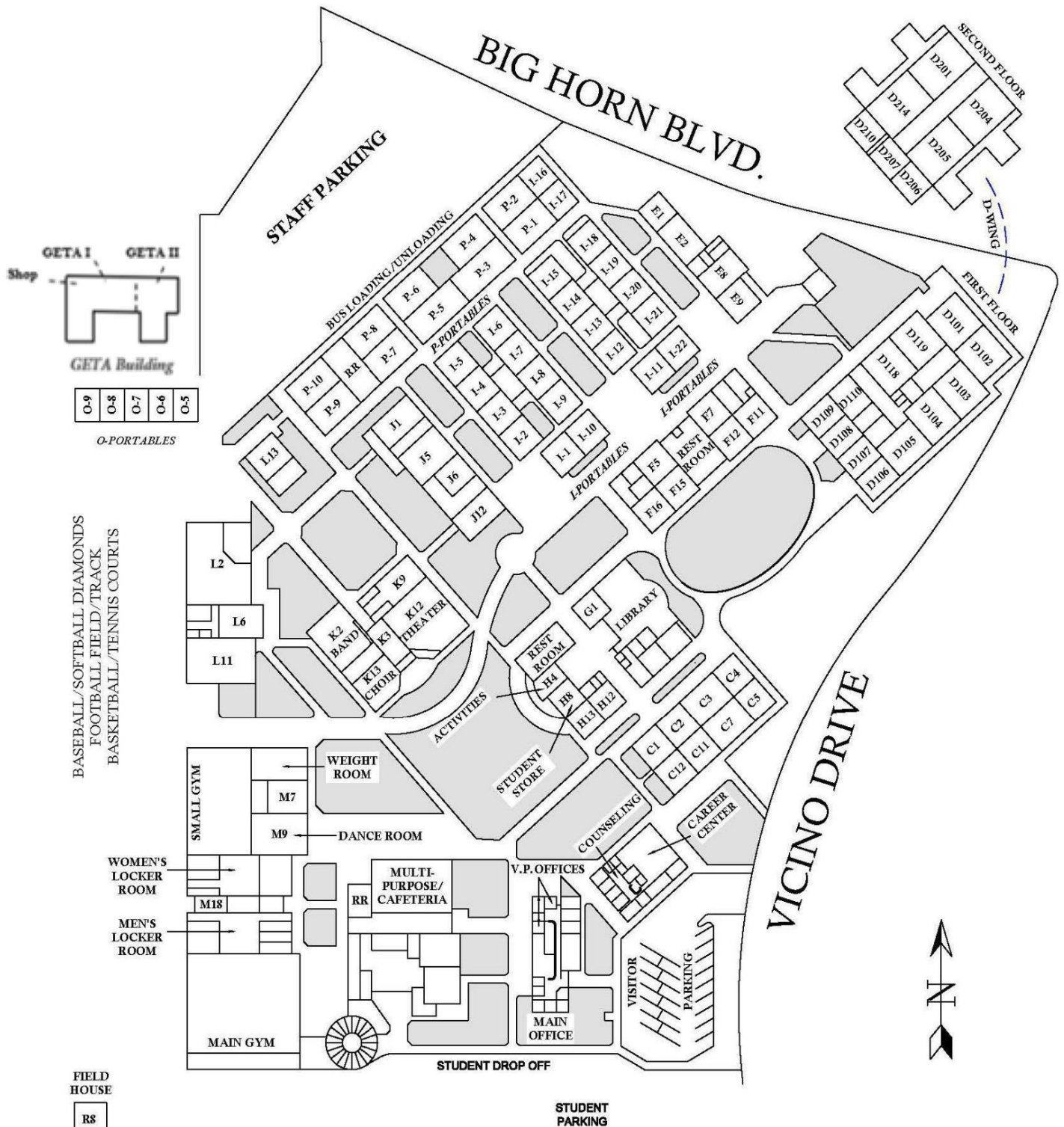
End of Semester I Final Exams – December 15-18, 2026

Staff Workshop – January 26, 2027

Semester II Progress Report – March 12, 2027

Staff Workshop – March 30, 2027

End of Semester II Final Exams – May 24-27, 2027



Laguna Creek High School

9050 Vicino Dr.
Elk Grove, CA 95758

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I. LAGUNA CREEK REGION INTERNATIONAL BACCALAUREATE PROGRAMMES

Laguna Creek High School is the only high school in the Elk Grove Unified School District designated an International Baccalaureate (IB) World School. According to the IB Learner Profile, “The aim of all IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world”. LCHS staff supports students as they strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective people, as defined in the IB learner profile. The philosophy of the IB Programme and LCHS staff is to encourage students to become active, compassionate, and lifelong learners. The IB Programmes allow for diverse students of all interests and academic abilities to benefit from participation by encouraging students to become active and caring members of local, national, and global communities. LCHS courses reflect the IB philosophies and methodologies that provide students opportunities to develop the knowledge, attitudes, and skills they need to manage complex concepts and tasks and take responsible action for the future.

The **IB Middle Years Programme (MYP)** encompasses grades 7-10 and encourages students to make practical connections between their studies and the real world, preparing them for success in further study and in life. The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. Laguna Creek High School and Harriet Eddy Middle School work in partnership to support the MYP in which all 9th and 10th grade students at LCHS participate. The MYP curriculum framework comprises the eight subject group areas: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education and Design. Students who complete the Middle Years Programme are well prepared to take individual IB Diploma Programme courses in an area of interest or take the series of courses toward completing the full Diploma Programme (see description in section II. Programs, Academies and Pathways.)

The **International Baccalaureate Career-related Programme (IB CP)** is a rigorous and flexible educational framework designed for grade 11-12 students who wish to engage in career-related learning while gaining lifelong skills. Blending academic study with practical, real-world experience, the IB CP integrates at least **two** IB Diploma Programme courses, a core that includes personal and professional skills, community engagement, a reflective project, and language and cultural studies, alongside a chosen career-related pathway. This unique program prepares students for success in higher education, apprenticeships, or the workforce by fostering critical thinking, intercultural understanding, and ethical decision-making.

The **International Baccalaureate Diploma Programme (IB DP)** is a challenging and comprehensive two-year academic program designed for motivated students in their final years of high school. Recognized worldwide for its rigor and emphasis on developing well-rounded, inquisitive learners, the IB DP includes six subject areas and a core made up of the Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS). Through a balanced curriculum and an emphasis on critical thinking, global awareness, and academic integrity, the IB DP prepares students for success in college and beyond.

International Baccalaureate Approaches to Learning

Category: **Communication** Cluster: **Communication Skills**

Inquiry Focus: How can students communicate through interaction?

Description: **Exchanging thoughts, messages and information effectively through interaction**

1. Give and receive meaningful feedback
2. Use intercultural understanding to interpret communication
3. Use a variety of speaking techniques to communicate with a variety of audiences
4. Use appropriate forms of writing for different purposes and audiences
5. Use a variety of media to communicate with a range of audiences
6. Interpret and use effectively modes of non-verbal communication
7. Negotiate ideas and knowledge with peers and teachers
8. Participate in, and contribute to, digital social media networks
9. Collaborate with peers and experts using a variety of digital environments and media
10. Share ideas with multiple audiences using a variety of digital environments and media

Inquiry Focus: How can students demonstrate communication through language?

Description: **Reading, writing, and using language to gather and communicate information**

1. Read critically and for comprehension
2. Read a variety of sources for information and for pleasure
3. Make inferences and draw conclusions
4. Use and interpret a range of discipline-specific terms and symbols
5. Write for different purposes
6. Understand and use mathematical notation
7. Paraphrase accurately and concisely
8. Preview and skim texts to build understanding
9. Take effective notes in class
10. Make effective summary notes for studying
11. Use a variety of organizers for academic writing tasks
12. Find information for disciplinary and interdisciplinary inquiries, using a variety of media
13. Organize and depict information logically
14. Structure information in summaries, essays, and reports

Category: **Social** Cluster: **Collaboration Skills**

Inquiry Focus: How can students collaborate?

Description: **Working effectively with others**

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Use social media networks appropriately to build/develop relationships 2. Make fair and equitable decisions 3. Delegate and share responsibility for decision-making 4. Exercise leadership and take on a variety of roles within groups 5. Take responsibility for one's own actions 6. Manage and resolve conflict and work collaboratively in teams 7. Listen actively to other perspectives and ideas | <ol style="list-style-type: none"> 8. Build consensus 9. Encourage others to contribute 10. Negotiate effectively 11. Help others to succeed 12. Advocate for one's own rights and needs 13. Give and receive meaningful feedback 14. Practice empathy |
|--|---|

Category: **Research**

Cluster: **Information Literacy Skills**

Inquiry Focus: How can students demonstrate information literacy?

Description: **Finding, interpreting, judging, and creating information**

1. Collect, record, and verify data
2. Access information to be informed and inform others
3. Make connections between various sources of information
4. Understand the benefits and limitations of personal sensory learning preferences when accessing, processing, and recalling information
5. Use memory techniques to develop long-term memory
6. Present information in a variety of formats and platforms
7. Collect and analyze data identify solutions and make informed decisions
8. Process data and report results
9. Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
10. Understand and use technology systems
11. Use critical literacy skills to analyze and interpret media communications
12. Understand and implement intellectual property rights
13. Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
14. Identify primary and secondary sources

Cluster: **Media Literacy Skills**

Inquiry Focus: How can students demonstrate media literacy?

Description: **Interacting with media to use and create ideas and information**

1. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media (including digital social media and online networks)
2. Demonstrate awareness of media interpretations of events and ideas (including digital social media)
3. Make informed choices about personal viewing experiences
4. Understand the impact of media representations and modes of presentations
5. Seek a range of perspectives from multiple and varied sources
6. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
7. Compare, contrast, and draw connections among (multi)media resources

Category: Self-Management		
Cluster: Organization Skills	Cluster: Reflection Skills	Cluster: Affective Skills
<i>Inquiry Focus: How can students demonstrate organization skills?</i> Description: Managing time and tasks effectively 1. Plan short* and long*term assignments; meet deadlines 2. Create plans to prepare for summative assessments (examinations and performances) 3. Keep and use a weekly planner for assignments 4. Set goals that are challenging and realistic 5. Plan strategies and take action to achieve personal and academic goals 6. Bring necessary equipment and supplies to class 7. Keep an organized and logical system of information files/notebooks 8. Use appropriate strategies for organizing complex information 9. Understand and use sensory learning preferences (learning styles) 10. Select and use technology effectively and productively	<i>Inquiry Focus: How can students be reflective?</i> Description: Considering the process of learning; choosing and using ATL skills 1. Develop new skills, techniques and strategies for effective learning 2. Identify strengths and weaknesses of personal learning strategies (self-assessment) 3. Demonstrate flexibility in the selection and use of learning strategies 4. Try new ATL skills and evaluate their effectiveness 5. What did I learn about today? 6. What don't I yet understand? 7. What questions do I have now? 8. What can I already do? 9. How can I share my skills to help peers who need more practice? 10. What will I work on next? 11. What can I do to become a more efficient and effective leader? 12. How can I become more flexible in my choice of learning strategies? 13. What factors are important for helping me learn well? 14. Focus on the process of creating by imitating the work of others 15. Consider ethical, cultural, and environmental implications	<i>Inquiry Focus: How can students manage their own state of mind?</i> Description: Managing state of mind <u>Mindfulness</u> 1. Practice focus and concentration 2. Practice strategies to develop mental focus and to overcome distractions 3. Practice being aware of body*mind connections <u>Perseverance</u> 4. Demonstrate persistence and perseverance 5. Practice delaying gratification <u>Emotional management</u> 6. Practice strategies to overcome impulsiveness and anger 7. Practice strategies to reduce stress anxiety 8. Practice strategies to prevent bullying 9. Practice being aware of body-mind connections <u>Self-motivation</u> 10. Practice analyzing and attributing causes for failure 11. Practice managing self-talk and positive thinking <u>Resilience</u> 12. Practice "bouncing back" after adversity, mistakes, and failures 13. Practice "failing well" 14. Practice dealing with disappointment and unmet expectations 15. Practice dealing with change
Category: Thinking		
Cluster: Critical Thinking Skills	Cluster: Creative Thinking Skills	Cluster: Transfer Skills
<i>Inquiry Focus: How can students think critically?</i> Description: Analyzing and evaluating issues and ideas 1. Practice observing carefully in order to recognize problems 2. Gather and organize relevant information to formulate an argument 3. Recognize unstated assumptions and bias 4. Interpret data (cont'd) 5. Evaluate evidence and arguments 6. Recognize and evaluate propositions 7. Draw reasonable conclusions and generalizations 8. Test generalizations and conclusions 9. Revise understanding based on new information and evidence 10. Evaluate and manage risk 11. Formulate factual, topical, conceptual and debatable questions 12. Consider ideas from multiple perspectives 13. Develop contrary or opposing arguments 14. Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding	<i>Inquiry Focus: How can students be creative?</i> Description: Generating novel ideas and considering new perspectives 1. Use brainstorming and visual diagrams to generate new ideas and inquiries 2. Consider multiple alternatives, including those that might be unlikely or impossible 3. Create novel solutions to authentic problems 4. Make unexpected or unusual connections between objects and/or ideas 5. Design improvements to existing machines, media, and technologies 6. Design new machines, media, and technologies 7. Make guesses, ask "what if" questions and generate testable hypotheses 8. Apply existing knowledge to generate new ideas, products, or processes 9. Create original works and ideas; use existing works and ideas in new ways 10. Practice flexible thinking*develop multiple opposing, contradictory, and complementary arguments 11. Practice visible thinking strategies and techniques	<i>Inquiry Focus: How can students transfer skills and knowledge among disciplines and subject groups?</i> Description: Utilizing skills and knowledge in multiple contexts 1. Utilize effective learning strategies in subject groups and disciplines 2. Apply skills and knowledge in unfamiliar situations 3. Inquire in different contexts and gain a different perspective 4. Compare conceptual understanding across multiple subject groups and disciplines 5. Make connections between subject groups and disciplines 6. Combine knowledge, understanding and skills to create products or solutions 7. Transfer current knowledge to learning of new technologies 8. Change the context of an inquiry to gain different perspectives

15. Propose and evaluate a variety of solutions 16. Identify obstacles and challenges 17. Use models and simulations to explore complex systems and issues 18. Identify trends and forecast possibilities 19. Troubleshoot systems and applications	12. Generate metaphors and analogies	
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Laguna Region Access & Admission Policy

All students at Harriet Eddy Middle School (HEMS) and Laguna Creek High School (LCHS) will have access to a standards-aligned curriculum and receive high-quality instruction to promote college, career, and life readiness and eliminate the achievement gap. Our students benefit from high-quality instruction where they understand learning targets and success criteria, engage in student dialogue, and actively participate with opportunities for regular assessment and feedback. Our teaching and learning model helps every student progress and better understand where they need to grow and develop socially and emotionally, behaviorally, and academically.

All students at HEMS (grades 7 and 8) and LCHS (grades 9 and 10) participate in IB Middle Years Programme (MYP) courses, and further in grades 11 and 12 in Career Related Programme (CP) and/or Diploma Programme (DP) courses. All students are strongly encouraged to challenge themselves further through enrollment in Honors, Advanced Placement, and/or International Baccalaureate MYP, CP, and/or DP courses. Successful completion of Honors/AP/CP/DP courses may result in extra grade point calculations on the student's GPA and in earning college-credit upon successful performance on AP/DP exams.

Students living within the Elk Grove Unified School District boundaries and wishing to participate in the IB Programme are encouraged to apply for enrollment at HEMS or LCHS via the annual open-enrollment process. MYP informational nights are hosted at HEMS and LCHS each year prior to the open-enrollment deadline.

All students who matriculate into LCHS as 9th graders have access to prerequisite courses allowing them to complete the full diploma programme. Any LCHS student wishing to pursue the Career Related Programme or the Full Diploma Results Programme may choose to do so. Students wishing to enter into the Career Related or the Diploma Programme are given information regarding the rigorous program requirements to ensure appropriate placement and academic success. Our IB Counseling Staff, CP, and DP Coordinators work closely with these students in choosing appropriate pathways and courses.

Document Review

This policy will be reviewed annually, no later than April, of each year by the Laguna Creek Region site leadership teams.

Laguna Creek Region Inclusion Policy

Rights and Responsibilities of the School Community

Laguna Creek High School and Harriet Middle School are committed to support access to all students in accordance with Federal, State, and Local laws. The Elk Grove Unified School District's Board of Education recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education

program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment (Education Code 56301).

The Superintendent or designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program (Education Code 56302).

The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services (Education Code 56301).

The Laguna Creek Region faculty support inclusive education and strive to build a community that is supportive of all students who choose to participate in the International Baccalaureate Programme. We accommodate students who have assessment access requirements and/or learning support requirements (special needs) thus creating a program that is fair and equitable.

Process for Inclusive Access Arrangements for DP Assessments

1. In addition to employing teaching strategies that include differentiation for students with special needs, students are supported also through special arrangements as necessary.
2. All teachers, the DP and CP Coordinators can access copies of any 504 plans and/or Individual Education Plans (IEP) for any IB student seeking accommodations.
3. The DP and CP Coordinators will review all 504 plans and IEPs to determine if an applicable alternative arrangement needs to be submitted to the IB Special Needs Office.
4. Parents and/or students will make the DP and CP Coordinators aware of any necessary accommodation or modification of examination prior to assessment registration. The DP and CP Coordinators will contact IBO via IBIS and complete the appropriate documentation for Inclusive Assessment Arrangements. Parents must provide all documentation needed for IB accommodation requests.
5. Once approved, the DP and CP Coordinators will contact the student and parents to arrange for the appropriate accommodations during the assessment.

Document Review

This policy will be reviewed annually, no later than April of each year, by the Laguna Creek Region site leadership teams.

References

Claremont High School. IB Special Needs Policy. Claremont, CA.

Foothill High School. IB Diploma Program: Inclusion/Special Educational Needs Policy. Tustin, CA.

Language Policy

Introduction

One of the foundational requirements of all International Baccalaureate (IB) World Schools is a written Language Policy. The purpose of this document is to inform teaching and learning in the classroom, to guide curriculum and to involve families in our goal to educate children in an internationally – minded environment. This document outlines the philosophy and practices of language instruction at Harriet Eddy Middle School (HEMS) and Laguna Creek High School (LCHS). The information contained within this document demonstrates how both schools support students' acquisition of our language of instruction (English) and, at least one instruction of a World Language, as a second language option of student choice

(French, Japanese, and/or Spanish). It also shows how both schools support continued use of a student's "mother tongue" (the language spoken in the student's home).

Philosophy

In the Laguna Creek Region MYP:

- All teachers are language teachers.
- Language is a primary means of learning and communicating.
- Language acquisition is to be promoted as a partnership between all members of our community including parents, students, teachers and staff.
- Mother Tongue languages help form cultural and personal identity and should be respected.
- The shared experience of learning language creates cohesion among students from diverse backgrounds and promotes international – mindedness.
- Learning world languages is an integral part of becoming a global citizen.

Language Profile

- In the 2022-2023 school year, Laguna Creek High School and Harriet Eddy Middle School have a combined population of approximately 3,171 students.
- Laguna Creek High School and Harriet Eddy Middle School's top 6 Mother Tongue languages, other than English, are Spanish, Cantonese, Farsi, Filipino (Tagalog), Hmong, and Vietnamese.
- A combined total of 48 different languages is spoken by over 810 students who have a Mother Tongue other than English, representing 32.3% of our schools' population.
- 20% of the 2023 graduating seniors from Laguna Creek High School are projected to earn the California Seal of Biliteracy, leading all other high schools in the Elk Grove Unified School District. This result is attributed to our region's celebration of diversity and continuous commitment to our language philosophy.

Aims

Teachers and staff at HEMS and LCHS work to:

- Enable students to learn and use language confidently in a variety of contexts.
- Increase students' ability of written and oral communication through intentional assessment.
- Promote student understanding and enjoyment of literature.
- Allow students to explore different perspectives through language.
- Encourage students to have fun and express themselves through language.

Support of Mother Tongue Languages

Mother Tongue languages are supported in the following ways:

- District bulletins, websites and other publications are available in English, Spanish, Cantonese, and Hmong, our 4 most common Mother Tongue languages.
- The schools and families have access to translators in all of these languages.
- Materials in the library support continued use of the Mother Tongue.
- Designated and Integrated English Language Development in content areas, to support language and culture of Mother Tongue through the teaching of diverse selections (MYP/PD Units), grammar structures, cognates, translations, function and forms.

Support of the Language of Instruction

English is the Language of Instruction at HEMS and LCHS.

HEMS and LCHS will support students with Limited English Proficiency in language acquisition in the following ways:

- Scheduled daily English Language Development and small group instruction with a Highly Qualified English ELD teacher. CA ELD Standards drive instruction during ELD and are integrated during sheltered content instruction.
- Currently, English Language Acquisition is assessed annually and individually with ELPAC (English Language Proficiency Assessment of California). Academic growth is assessed through multiple measures in order to monitor progress. Multiple data points are used to determine levels of support needed for each individual student and as a vehicle for placement within Designated and Integrated ELD.
- Road to Reclassification and Data Chats are incorporated to ensure student success through this progress monitoring.
- Designated and Integrated ELD to scaffold acquisition of vocabulary and concepts central to learning is enhanced by providing visual cues, collaborative learning experiences and consistent assessment of prior knowledge.
- Every educator receives additional training around the Instructional Framework and Understanding the Power of Language Acquisition.

HEMS and LCHS will support all students in language acquisition in the following ways:

- Implementing reading and writing strategies across the curriculum.
- Selecting and providing access to literature from a variety of cultural backgrounds from all over the world.
- Providing multiple opportunities at all levels of instruction for students to write in a variety of genres.
- Allowing students ample choice in their reading materials and encouraging reading for enjoyment.
- Providing differentiated instruction for students with special needs, including students with learning disabilities and students who are academically gifted and talented (GATE).
- Assessing students formally and informally in the classroom using check-ins, writing prompts, reading comprehension checks, reading skills assessments, speeches, and essays.
- Participating in the Smarter Balanced Assessment Consortium (SBAC) each year.

Support of Second Language Instruction

- HEMS and LCHS offer three second language acquisition options for students to choose at least one language. The second language acquisition courses are French, Japanese, and Spanish.
- All students enroll in a second language acquisition course upon matriculation at HEMS. The student maintains enrollment in the same language throughout the MYP and DP.
- All courses are taught as regular elective and year-long courses.

Policy Feedback and Review

- The Laguna Creek Region IB Programme Language Policy will be reviewed annually by MYP stakeholders.
- These stakeholders will include administrators, IB Coordinators, and representatives from the Leadership Teams at HEMS and LCHS.
- These stakeholders will review the current document, make necessary revisions, and plan how to communicate current practices to staff.
- This policy will be available to all stakeholders in the HEMS and LCHS learning communities.

Academic Integrity Policy and the use of Artificial Intelligence for the Laguna Creek Region

EGUSD Board Policy Manual Policy 0441: Artificial Intelligence

The Elk Grove Unified School District (EGUSD) recognizes that AI systems, when ethically, responsibly, and thoughtfully integrated into classrooms, district operations, and employee workflows, may support student and staff success. The Governing Board recognizes the transformative potential of AI systems to increase access to information, support staff effectiveness, and facilitate the administration of student assessments. At the same time, the Board acknowledges the potential for AI systems to undermine student achievement, health, and well-being if not implemented responsibly.

Therefore, the Board is committed to supporting the use of AI systems by students and staff in accordance with Administrative Regulations 0441.04 -Employee Use of Artificial Intelligence Systems and 0441.05 - Student Use of Artificial Intelligence Systems and the following principles:

1. **Student-Centered:** AI systems should be used to personalize and enhance the learning experience for each student and to support digital citizenship and literacy.
2. **Staff-Centered:** AI systems should be used as a tool to augment and support staff in the performance of their duties and responsibilities.
3. **Ethical Use and Transparency:** AI systems should be used ethically and transparently by all staff and students, with careful consideration of potential biases, and in compliance with all applicable intellectual property and copyright laws.
4. **Accountability and Responsibility:** AI systems should be used in a manner that ensures accountability by those who use them. Those who use them are responsible for such use, including when and how they are used and verifying the accuracy, appropriateness, and compliance with district policies of outputs generated through AI systems.
5. **Equity and Access:** AI systems should be implemented in a manner that ensures equitable access and opportunity for all students, regardless of background or ability, and for all schools across the district.
6. **Secure and Private:** The district should prioritize security and privacy when changing existing practices or adopting new practices regarding AI systems.
7. **Professional Development:** The district should provide ongoing professional development for staff in all aspects of AI, with a particular focus on the ethical and responsible use of AI systems.
8. **Community Engagement:** The district should engage with the community to share these principles, to educate the community on AI systems, and to discuss the permitted and prohibited uses of AI systems in the district.
9. **Continuous Improvement:** The district should regularly evaluate the use of AI systems by students and staff, and adapt its policies, procedures, guidelines, and professional development to align with best practices and evolving technologies.

Artificial Intelligence and the IB

Below are thirteen different situations that teachers may find themselves in with students using artificial intelligence (AI) in their IB coursework and some suggestions on how the teacher should respond. Remember that there are no hard rules when dealing with AI. Educators should use their discretion with each student. If in doubt, refer to the following key principles:

1. **Did the student use AI as a possible learning tool while maintaining original thinking and authorship? If so, then it is acceptable.**
Maintains student **authorship**, demonstrates **original thinking**, AI use is **transparent and within guidelines** and final work reflects student's **own understanding and voice**
2. **Did the student use AI to pretend they did something they did not? Then this is not acceptable.**

In other words, if something is fundamentally not the student's own work—according to the teacher—then it should be referenced. If they copied or paraphrased another source, for example, they need to cite the source. And if this means all the work is one long reference then they receive no credit for it when assessed against criteria that require understanding, analysis, evaluation, etc.

Examples from the IB		
“Appendix 6: Guidance on the use of artificial intelligence tools” in the International Baccalaureate (IB) publication Academic integrity policy.		
<i>These are only examples, many of the ethical and unethical uses are examples that can be applied to a variety of scenarios.</i>		
Scenario	Ethical AI Use	Unethical AI Use
IA Research Question	Brainstorms possible ideas; student refines and selects independently	AI generates final research question and rationale for submission
Essays or other work produced (General, EE, MYP Personal Project, RP)	Provides general structural guidance	Drafts sections or entire essay or product
Draft Feedback	Identifies unclear wording; student revises	Rewrites paragraphs to improve marks
Data Analysis	Explains how to perform statistical tests	Performs analysis and writes conclusions
TOK Essay	Helps explore perspectives on the knowledge question	Generates claims, counterclaims, and examples for submission
CAS Reflections	Suggests reflection prompts	Writes reflection describing student experience
Language Oral Prep	Used for conversational practice	Memorizes AI-generated scripted responses
Translation	Checks vocabulary or grammar	Translates full essay or product for submission
Citations	Explains formatting rules (MLA/APA/Chicago)	Fabricates or invents source
Improving Clarity	Provides clarity feedback; student revises independently	Rewrites work to reach higher markband
Exam Preparation	Creates practice questions for studies	Used during timed/internal/external assessments
Summative Tasks	Using AI to help generate ideas or explain concepts	Copying and pasting AI-generated answers into a summative task
Teacher-Permitted Use	Used within explicit teacher guidelines	Exceeds permitted use without disclosure

Academic Integrity

"Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work." (*Academic Integrity Policy 3*)

Possible teacher tools and interventions to reduce academic misconduct

- Use Google add-on **Process Feedback** to pull edit history including copy-paste events, typing fluency, time spent on each paragraph, total time typing and more and require all student work be done in an EGUSD account on a doc provided by the teacher.
- Use Turnitin.com. If you do not yet have a Turnitin account set up through our school license, please contact the IB/DP Coordinator to request instructor access and account setup.
- Do a school and/or district provided lesson on the use of AI and Academic Integrity and have students sign a verification form (request from IB/ DP coordinator).
- Have students complete all work as a hard copy, hand written, during class.
- Use the HEMS or LCHS Investigation form if you suspect misconduct.

Student Misconduct-All Courses

Laguna Creek Region Academic Integrity Policy: The Laguna Creek Region IB Programmes are committed to teaching and promoting academic integrity through the development of the IB Learner Profile and Approaches to Learning (ATL) skills so that students are best prepared for success with further academic study and careers. "Academic Integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work" (Academic Integrity Policy Guide 23).

Consequences may include but not limited to:

Students, parents, and teachers each have individual rights in the procedures for reporting, recording, and monitoring of academic misconduct as outlined in our regional policy.

- Receive a zero on assignment
- Parent contact
- Redo assignment
- Placed on no activities list
- Academic dishonesty notation in the student's Synergy record

****PLC or individuals determine course policy and include in syllabus***

Student Misconduct- IBIS submissions

(MYP Personal Project, DP, CP and all core components) **see flow chart*

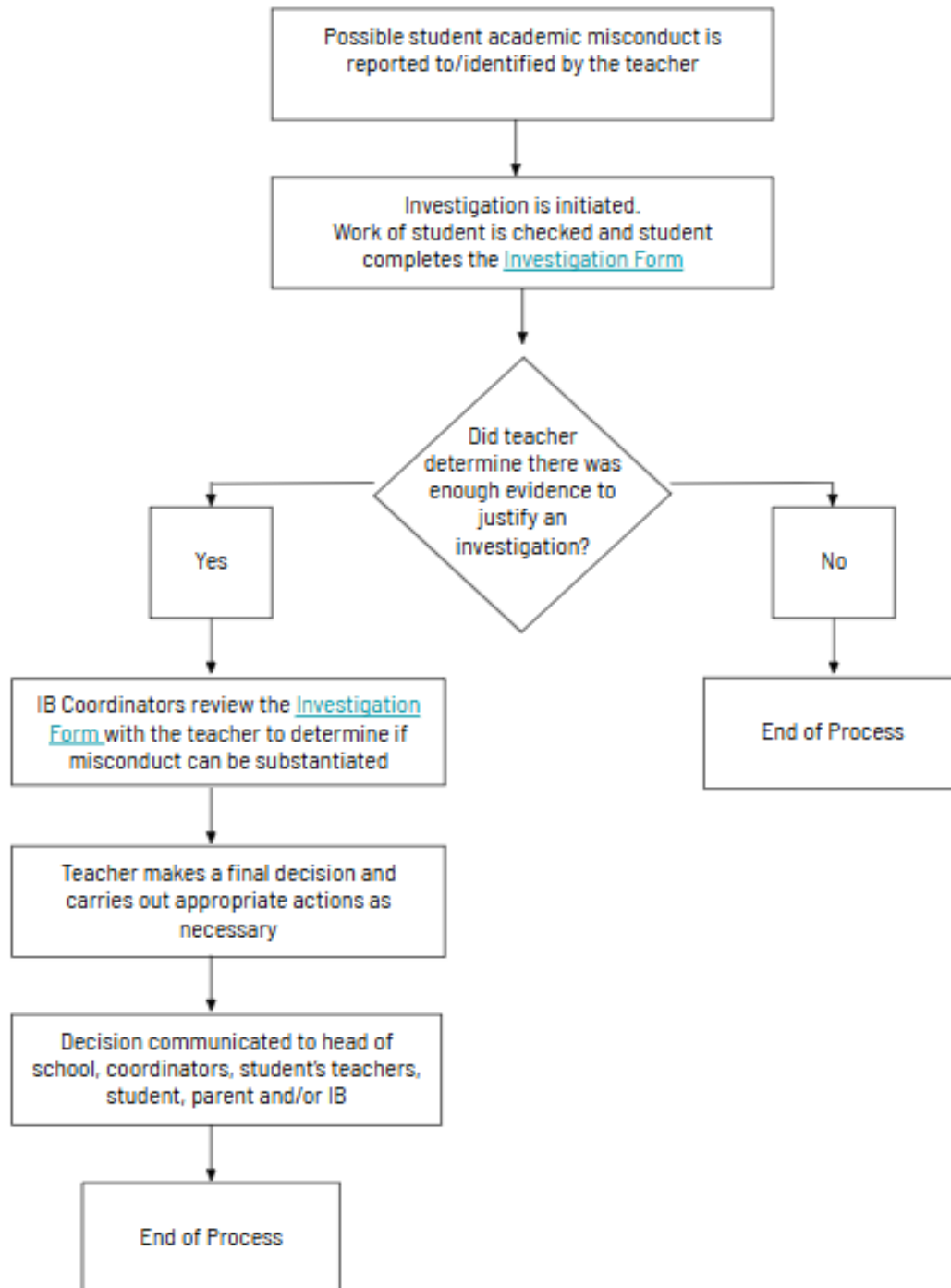
According to the International Baccalaureate: "When a school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per the school's academic integrity policy, provided it specifies if resubmissions are permitted. However, the school should not submit to the IB a piece of work that does not meet the expectations regarding academic integrity. A school should also not submit work with a mark of zero in the relevant component. If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an "F" on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned." (Academic Integrity Policy Guide 23)

Consequences:

- Possible disqualification from testing in the IB subject in which the misconduct occurred.
- Possible disqualification from the IB diploma—a single case of confirmed misconduct on an IB assessment results in an N in that subject. One N disqualifies the student from successfully completing the diploma programme.

- Severe difficulties in getting positive letters of recommendation from faculty members. These letters are used for both college admission and scholarship purposes.
- In addition, any student whose academic misconduct is substantiated more than once will have a school disciplinary record noted on their transcript.

Investigation Flow Chart for MYP Personal Project, DP, CP and all core components



Assessment Policy – Middle Years Programme (MYP)

Harriet Eddy Middle School Mission Statement

The mission of Harriet Eddy Middle School is to inspire students to become global, responsible and compassionate lifelong learners. To meet this end, Harriet Eddy will cultivate a collaborative environment with high standards of social and academic excellence in an inquiry-based setting.

Laguna Creek High School Mission Statement

The mission of Laguna Creek High School is to develop inquiring, knowledgeable, and caring young people who attain academic excellence. Our students strive for responsible citizenship and help create a more peaceful world through life-long learning, productive employment, and intercultural understanding and respect in a global society.

IB Mission Statement

The International Baccalaureate 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. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Philosophy

In the Middle Years Programme at Harriet Eddy Middle School, as well as at Laguna Creek High School, student success, guided by assessment, is our number one priority. As it is an integral part of the teaching and learning process, assessment provides students with multiple methods and opportunities to measure their progress toward meeting subject area objectives. Assessment also provides students with information they need in order to be responsible for their own learning and support their personal growth as lifelong learners.

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunities for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitude toward learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including one of its model principles, the development of the whole student.

Types of Assessment

Formative Assessment

- Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning.
- Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential.
- Formative assessments provide opportunities for students to assess their own work, and that of peers, to help students identify their strengths and weaknesses, and develop strategies for improvement.
- Formative assessments identify the learning needs of students, shape learning, and prepare students for success with summative assessments.

Summative Assessment

- Summative assessment is part of every MYP unit.
- Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.
- Summative assessment tasks in the Laguna Creek Region MYP may be created using the GRASPS (Goal, Role, Audience, Situation, Product, and Standards) format.
- Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material.
- Summative assessments are used to communicate information on student achievement to students, teachers, parents and guardians, and others.

MYP Assessment Criteria and Achievement Levels

MYP Assessment Criteria

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

- The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught.
- They encompass the factual, conceptual, procedural, and metacognitive dimensions of knowledge.
- Each MYP assessment criterion has multiple strands that measure student performance toward meeting objectives.
- **Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.**
- In the Laguna Creek Region MYP, we aim to introduce objectives and criteria for MYP years 3 and 5 in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements.
- **Each strand of each criterion must be assessed at least twice per year in each subject area.**

Determining Achievement Levels

- Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors.
- All criterion have four bands, each of which represents two achievement levels, with a maximum achievement level of 8.

- MYP criteria are equally weighted.
- Through the standardization of assessment process, teachers at HEMS and LCHS will work collaboratively to come to a common understanding on the assessment criteria and achievement levels.

Grading and Reporting Student Achievement

- EGUSD teachers are required to employ Edupoint's Student Information System (SIS), Synergy, to comply with local requirements for grade reporting (A-F grade scale).
- Teachers at HEMS and LCHS communicate student achievement in each subject group to families at regular intervals.
 - At HEMS, students receive one progress report and one report card per quarter.
 - At LCHS, students receive three progress reports and one report card per semester.
- Student achievement levels for each MYP assessment criterion should be recorded in the Synergy gradebook.
- The following scale is utilized in the Laguna Creek Region to convert MYP achievement levels to local grading percentages:

MYP Achievement Level	Local Grading Percentage
8	96-100%
7	90-95%
6	85-89%
5	80-84%
4	75-79%
3	70-74%
2	60-69%
1	59%
0	0%

- The chart above can only be used to convert MYP Achievement Levels to Local Grading Percentages. It cannot be used to do the reverse (convert percentages to MYP Achievement Levels).

Expectations

MYP Teachers

When creating MYP units, teachers at HEMS and LCHS will ensure that assessments:

- are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject

- provide evidence of student understanding through authentic performance (not simply a recall of factual knowledge).

In addition, MYP teachers at HEMS and LCHS will:

- organize learning and assessment so that it is consistent with the prescribed MYP objectives and criteria
- ensure that all MYP units include summative tasks that are assessed according to one or more MYP criteria
- utilize the assessment criteria, and their published achievement levels, for any MYP summative assessments
- provide students with assessment criteria prior to assessments and ensure that students clearly understand the criteria
- provide students with feedback on learning activities or formative assessments prior to completing summative tasks
- provide students with opportunities for reflection and self-evaluation

MYP Students

The primary responsibilities of MYP students are to take an active role in their learning and to follow the Academic Integrity Policy. Students at HEMS and LCHS must:

- be accountable for their learning, produce quality products, and perform to the best of their ability
- know how their work will be assessed and refer to assessment criteria before and while they are completing their work
- be aware of due dates and meet them
- always turn in original work, upholding a culture of academic integrity and authentic intellectual engagement
- ask questions when they do not understand an assessment task, the course content, or how to complete a task
- report behavior of others which creates an unfair advantage or might be considered misconduct

Document Review

- This policy will be reviewed annually, no later than April of each year, by the Laguna Creek Region site leadership teams.

References

- *MYP: From Principles into Practice* Updated 2022

Assessment Policy - Diploma (DP) and Career-Related (CP) Programmes

Laguna Creek High School Mission Statement

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IB Mission Statement

The International Baccalaureate 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. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Philosophy

At Laguna Creek High School, assessment drives instruction in an effort to support the school's vision, making great things possible for students, which is realized through teaching, learning, and assessment. While each element in the educational process is crucial to student success, the three are fundamentally interdependent. Learning outcomes measured by a variety of assessment tools are analyzed and become the pivot around which the whole course is developed. The nature of assessments provides students with multiple methods and opportunities to show their achievement of the subject area objectives and measure their progress towards meeting requirements required by IB. Assessments also provide students with the information they need in order to be responsible for their own learning and support personal growth as life-long learners.

At LCHS teachers work diligently to facilitate students' learning through continued professional development so they are steeped in the standards of achievement for the courses they teach. Teacher pedagogy promotes precise instructions for assignments, guidance, and timely feedback to promote critical thinking and reflection. Teachers are encouraged to provide progress reports every two weeks to keep parents and students apprised of students' progress and grades. Teachers are expected to analyze assessment data to improve instruction in an effort to meet the Elk Grove Unified School District's Vision, E4: Every Student, Every Classroom, Every Subject, Every Day.

The IB DP and CP Coordinators and administration are responsible for supporting teachers and students in their efforts to meet the teaching and learning standards adopted by the Elk Grove Unified School District with the implementation of the IB Diploma Programme and the Common Core State Standard. These responsibilities are met by providing professional development for teachers, providing student data, providing opportunities to analyze and reflect upon data, and providing time for Professional Learning Communities and articulation with the feeder schools so staff can work together analyzing student performance data, setting achievement goals, and planning future programmatic goals.

Expectations

IB Diploma and Career Related Programme Teachers

Teachers are the central part of any assessment policy, and are responsible for preparing students.

Teachers must:

- Practice on-going assessment and take into account learning processes and products.
- Vary the types of assessment tasks used in each course. Provide students with assessment criteria prior to assessments and ensure students clearly understand the criteria.
- Ensure assessment criteria or rubrics align with subject area objectives and assessment criteria descriptors found in the subject guides or mark schemes for the CP and/or CRP.
- Ensure classroom based assessments in the DP provide students the opportunity to prepare for Internal and External Course and Core Assessments.
- Provide students with the opportunity for reflection and self-evaluation.
- Outline required internal and external exams and their due dates at the start of a DP course and/or CRP core Course each year and monitor their process.
- Provide students with feedback on learning activities or formative assessments prior to attempting summative assessments.
- Clearly explain the nature of marks/grades in their classes.
- Design assessment tasks that are appropriate both to the level of their students and to the nature of IB assessment criteria.
- Clearly distinguish between formative and summative assessment tasks.
- Provide timely information to students and their parents regarding grades/marks and also any changes to their own grading policies.
- Honor their professional obligation to consider changing their policies whenever those policies are no longer consistent with IB assessment principles or effective and appropriate for their students.

IB Diploma and Career Related Programme Students

The primary responsibilities that students face involve taking an active part in their learning and following the *Academic Integrity Policy*. Students must:

- Be accountable for their learning, produce quality products, and perform to the best of their ability.
- Know how their work will be assessed and refer to assessment criteria before and while they are completing their work.
- Be aware of due dates and meet them.
- Always turn in original work, upholding a culture of academic integrity and authentic intellectual engagement.
- Ask questions when they do not understand an assessment task, the course content, or how to complete a task.
- Report behavior of others which creates an unfair advantage or might be considered malpractice.

IB Diploma and Career Related Programme Parents/Guardians

Parents are a crucial part of the Laguna Creek High School academic community. Parent responsibilities involve being engaged in positive ways. Parents must:

- Provide input on matters of assessment to help guide the IB Coordinator(s) and teachers.
- Support the school's policies on academic integrity.

Roles and Responsibilities

IB Diploma and Career Related Programme Coordinators

The IB DP and CRP Coordinators at Laguna Creek High School are responsible for publicizing and refining the assessment policy of the school. They must:

- Seek input from all stakeholders regarding assessment policies at Laguna Creek High School.
- Regularly lead discussions about assessment policies.
- Keep up to date with the IB's latest assessment policies, sharing those new policies with staff, students, and parents.
- Revise the school's assessment policy on an as-needed basis.
- Provide guidance regarding assessment practices as needed to staff, students, and parents.
- Communicate the school's *Academic Integrity Policy* to both students and their families.
- Investigate any claims of malpractice committed by students or other member of the IB community.

Principal

The Principal works with the IB Coordinators to ensure that consistent assessment practices are followed. The Principal must:

- Be actively involved in faculty discussions regarding assessment.
- Be up to date about policies and expectations from the IBO regarding the nature of assessment.
- Decide the outcome of serious breaches of the assessment policy if and when it should occur.
- Provide professional development opportunities for LCHS staff so the latest assessment practices are incorporated into this policy.

Communication of Assessment Policies

Students and parents are made aware of the Laguna Creek High School and IB Assessment criteria by:

- Teacher's syllabi
- Teacher instruction
- Student/Parent/Counselor/Teacher conferences
- IB Informational meetings
- Laguna Creek High School website.

Assessment Practices

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the data to provide feedback and to adjust instruction to enhance learning and achievement. An example of a formative assessment might be a homework probe or an assignment. It also may be as simple as a teacher asking a student a question in class to assess understanding of a concept. Formative assessments also provide opportunities for students to assess their own work, and that of peers, to help students identify their strengths and weaknesses, and develop strategies for improvement. Formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments.

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material. Summative assessments measure achievement based on established criteria used to assign a value to represent the quality of student learning at the end of a period of learning. For example, a unit test would be designed to assess how well a student has learned the material in the current unit, before moving on to the next unit. A final examination, which assesses a student's understanding of an entire course, is the example of a summative assessment. Summative assessments play an important role in the final grade a student earns in a given course. Summative assessments are used to communicate information on student achievement to students, teachers, parents and guardians, and others.

Grading and Marking

The grading/marking of student work is a matter left largely to the discretion of individual teachers as part of their ongoing professional responsibility. There are, however, common beliefs about grading/marking shared by the Laguna Creek Diploma Programme staff: Academic grades/marks must reflect mastery of academic content and/or skills; academic grades/marks must be the result of measuring student work

against published criteria of success; and academic grades/marks must be based on a record of student work that is available to students, teachers and administrators on our campus.

IB Assessments

Students take written examinations at the end of the programme which are marked by external IB examiners. Students also complete assessment tasks in the school which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, activity, service requirement. The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigor and consistency of Diploma Programme assessment practice.

The International Baccalaureate (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma and Career Related Programme courses. A variety of different methods are used to measure student progress toward meeting course objectives.

The Diploma Programme goals provide students with:

- A broad and balanced, yet academically demanding, programme of study
- The development of critical-thinking and reflective skills
- The development of research skills
- The development of independent learning skills
- The development of intercultural understanding
- A globally recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- Analyzing and presenting information
- Evaluating and constructing arguments
- Solving problems creatively.

Basic skills are also assessed, including:

- Retaining knowledge
- Understanding key concepts applying standard methods.

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate. Assessment tasks are designed to support and encourage good classroom teaching and learning. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

There are also a small number of other externally assessed pieces of work, for example, Theory of Knowledge essays, Extended Essays and English A's HL Essay. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

Understanding Assessments

Internal assessment is a process through which the IB Programme establishes and maintains the high academic standard for which it is known through the world. Assessments are monitored and reviewed offsite to ensure adherence to standards. Assessments are assigned at every grade level.

- Student work is assessed against set criteria not against the work of other students.
- All assessment is local and internal. Teachers submit samples to the IBO for external review (quality control).
- Every IB DP class features two assessment components: examinations and internal assessments.
- Internal Assessment takes place during the school year. It consists of a major assignment, sometimes a research paper, sometimes a presentation, sometimes an oral exam.
- External assessments, examinations are held in May and are very familiar to anyone who has attended college. They look and feel exactly like undergraduate finals. The purpose behind exams is to find out if students have mastered the necessary content and skills to maintain the academic standards of IB.

Internal Assessments

Teacher assessment is also used for most courses. This includes:

- Oral work in English A Language and Literature and Language Acquisition B
- Scientific investigations in the sciences
- Explorations and portfolios in mathematics
- And artistic creations and performances.

Assessments are moderated by external examiners and normally contribute between 20% and 30% of the total mark. Some of the arts courses, for example, music, theatre arts and visual arts, have assessment of a major practical component, which can account for as much as 50% of the total mark.

External Assessments

Examinations form the basis of the assessment for the most courses because of their high levels of objectivity and reliability. They include:

- Essays
- Structured problems
- Short-response questions
- Data-response questions
- Text-response questions
- Case-study questions
- Multiple-choice questions (limited use of these).

There are also a small number of other externally assessed pieces of work, for example, Theory of Knowledge essays, and English A's HL Essay. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

	<i>Internal Assessments</i>	<i>External Assessments</i>	<i>Possible College Credit based on Score (See Section on University Credit)</i>
<i>Studies in Language and Literature IB English A (Language and Literature) HL</i>	Individual Oral (IO) 20%*	HL Essay (20%) Paper 1 (Guided Analysis) (35%) Paper 2 (Comparative Essay) (25%)	Yes
<i>Studies in Language and Literature IB English A (Language and Literature) SL</i>	Individual Oral (IO) 30%*	Paper 1 (Guided Analysis) (35%) Paper 2 (Comparative Essay) (35%)	No
<i>Language Acquisition B IB French, Japanese, or Spanish SL</i>	Individual Oral (IO) 25%*	Paper 1 Text Type Paper 2 (Reading and Listening Comprehension) (50%)	No
<i>Individuals and Society IB History of the Americas HL</i>	Historical Investigation (HL) 20%*	Paper 1 Source-Based (20%) Paper 2 World History (25 %) Paper 3 Regional Options (35 %)	Yes
<i>Individuals and Society IB History of the Americas SL</i>	Historical Investigation (HL) 25%*	Paper 1 Sourced-Based (30%) Paper 2 World History (45%)	No

Sciences IB Biology/ Chemistry HL **	Scientific Investigation (20%)*	Paper 1 M/C and Data-based questions (36%) Paper 2 Shorter Answer and extended response Questions (44%)	Yes
Sciences IB Biology/ Chemistry SL **	Scientific Investigation (20%)*	Paper 1 M/C and Data-based questions (36%) Paper 2 Shorter Answer and extended response questions (44%)	No
Math Analysis and Approaches HL	Exploration (20%)*	Paper 1 Compulsory Short Responses (30%) Paper 2 Compulsory Extended Responses (30%) Paper 3 Compulsory Extended Responses Problem-Solving (20%)	Yes
Math Analysis and Approaches SL	Exploration (20%)*	Paper 1 Compulsory Short Responses (40%) Paper 2 Compulsory Extended Responses (40%)	No
Math Application and Interpretation SL	Exploration (20%)*	Paper 1 Compulsory Short Responses (40%) Paper 2 Compulsory Extended Responses (40%)	No
Fine Arts IB Dance HL */**	Performance (40%)* Dance Investigation (DI) (25%)* Composition Analysis (CA)* (35%)	None	Yes

Fine Arts IB Music HL */**	Exploring Music in Context (20%)* Experimenting with Music (20%)* Presenting Music (30%)*	The Contemporary Music Maker (30%)	Yes
Fine Arts Music SL */**	Exploring Music in Context (30%)* Experimenting with Music (30%)* Presenting Music (40%)*	None	No
Fine Arts Visual Art HL */**	Comparative Study (20%)* Process Portfolio (40%)* Exhibition (40%)	Exhibition (40%)	Yes
Fine Arts Visual Art SL */**	Comparative Study (20%)* Process Portfolio (40%)*	Exhibition (40%)	No
DP Core Theory of Knowledge	Exhibition*	TOK Essay	
DP Core Creativity, Activity, and Service (CAS)	CAS Coordinator assesses (internal) and reports to the IB		
DP Core Extended Essay	EE supervisor assesses (internal) and reports the score to the EE Coordinator, who reports to the IB	An IB-assigned examiner scores the EE	
CP Core Reflective Project	Reflective Project Essay		No
CP Core Language Development	Language Development Portfolio		No
CP Core Service Learning Portfolio	Service Learning Portfolio		No
CP Core Personal and Professional Skills Course	5 Themes of Study		Yes

*External Moderation: The IB moderates the scores.

**An IB Results (Full-Diploma candidate) can take two science courses instead of a Fine Arts grouping.

Internal Standardization of Assessment

All IB teachers attend professional development training to prepare them to teach the IB courses. Our IB teachers use the IB resources including the Programme Resource Center (PRC) in My IB, subject guides, training materials, and other online platforms such as *In-Thinking*. The LCHS teachers use IB assessed

students' work samples to aid in preparing our students for the internal and external assessments. Many teachers go through the "Norm and Score" process with their students. Some teachers create questions based on previous IB examinations. All teachers score internal and external assessments using established IB criteria and its rubrics.

IB Grading Scale

The diploma Programme uses the following numerical scale in each individual subject grouping:

- | | |
|------------------|---------------|
| (7) Excellent | (3) Mediocre |
| (6) Very Good | (2) Poor |
| (5) Good | (1) Very Poor |
| (4) Satisfactory | |

In addition, the assessments for the Theory of Knowledge course and the Extended Essay follow a letter grade system:

- (A) Excellent
- (B) Good
- (C) Satisfactory
- (D) Mediocre
- (E) Elementary
- (N) No Grade

Earning the IB Career-Related Programme Certificate

In order to earn the Career-Related Programme Certificate, students must:

- Complete a specified career-related study (CRS).
- Earn a grade 3 or more in at least two of the Diploma Programme courses (these courses must be the same course in grades 11 and 12).
- Earn a grade of at least D for the reflective project.
- Successfully complete Personal and professional Skills (PPS) course, Community Engagement and Language and Cultural Studies.
- Maintain academic integrity by not receiving any penalty for academic misconduct.

Earning the IB Diploma Results

In order to earn the IB Diploma, students must:

- Accrue a minimum of 24 points out of a possible 45 points.
- A student **MUST** earn a **MINIMUM** of 12 points **OVERALL** for the three HL level courses.
- Within the **MINIMUM** of 12 points total, no HL course can have a score of 2 or lower. (There is an **EXCEPTION**: if a **TOTAL** of 12 points for the three HL courses is not reached, or if a student scores a 2 on one of the HL courses, a student earning 28 or more points in **TOTAL** will earn the Diploma. Scoring really **HIGH** on the SL courses, which are somewhat easier assessments, will help.)
- Successfully complete Creativity, Activity, Service.
- Successfully complete the Extended Essay (EE). The IB Diploma will not be given if the EE is a failing grade.
- And, successfully complete the Theory of Knowledge (TOK) assessments. The IB Diploma will not be given if TOK is a failing grade.

How are points awarded?

- Each of the 6 subject groups are assessed on a scale of 1-7.
- The internal Assessment (IA): the application of knowledge learned in an IB subject. Depending on the course this could include oral commentaries for English and foreign languages; written commentaries, investigation papers, projects, dossiers, field work.

- Each IB exam consists of two or more parts (known as “papers”). The Fine Arts are assessed through performance review and reflections of the creative process.
- Each component (the (A and each “paper”) receives a percentage of the overall grade. Each component is assessed by a different examiner located in a different part of the world.
- In addition, the IB instructor is required to submit a predicted grade (PG); that is, what the instructor believes the student’s final score will be.
- A grade for each subject requires successful completion of all components.
- A student can earn 7 points per subject for a total of 42 points.
- A student can also earn up to 3 BONUS points from the Extended Essay (EE) and the Theory of Knowledge (TOK) assessments. This is where the Matrix below comes into play.

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

Student Achievement – Homework

Homework is an integral and meaningful part of the total program for all students. Homework is defined as subject related assignments by a teacher which will require time and effort outside of the regular classroom for successful completion.

Grades for Achievement

Grades for achievement shall be reported each marking period as follows:

- A (90-100%) Outstanding Achievement 4.0 grade points
- B (80-89%) Above Average Achievement 3.0 grade points
- C (70-79%) Average Achievement 2.0 grade points
- D (60-69%) Below Average Achievement 1.0 grade points
- F (0-59%) Little or No Achievement 0 grade points
- I Incomplete 0 grade points

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student’s parent/guardian or send the parent/guardian a written report.

An incomplete is given only when a student’s work is not finished because of illness or other excused absence. If not made up within six weeks, the incomplete will become an F.

Advanced Placement/International Baccalaureate/Honors Courses (High School Level)

The district wishes to encourage students to take Advanced Placement, International Baccalaureate Programme, and honors courses in academic subjects. Because of the extra work involved, the evaluation system shall be weighted to reflect the more rigorous nature of these courses. Grades received in these courses will be counted on the following scale:

- A = 5 points
- B = 4 points
- C = 3 points
- D = 1 point
- F = 0 points

Reporting Grades to Parent/Guardians

Parents may access ParentVue to view various progress report grades, final grades, and to view their child's progress between grading periods. Parents may obtain user information and access to ParentVue by contacting the Laguna Creek High School office staff. Parents are strongly encouraged to monitor posting of grades and to contact teachers with questions or concerns about their child's progress through the marking periods.

Use of Turnitin.com

Laguna Creek High School owns a site license with Turnitin.com. Students and teachers use this as a tool for ensuring academic integrity of student work. Students are also encouraged to use it for assessment submission and self-and peer-assessment of work.

Review of the LCHS Assessment Policy

The policy is reviewed every five years by the IB Diploma Programme Coordinators, the LCHS Leadership Team, and other stakeholders. Portions of the IB Diploma Programme *Assessment Policy* are printed in the LCHS Student and Parent Handbook. The *Assessment Policy*, in its entirety, is posted on the school website.

Resources

Mercyhurst Preparatory School. *IB Assessment Policy*, Erie, PA.
Mira Loma High School. *IB Assessment Policy*, Sacramento, CA.
Patrick Henry High School. *IB Assessment Policy*, Minneapolis, MN.

II. PROGRAMS, ACADEMIES AND PATHWAYS

Laguna Creek High School Academic Programs

The staff at Laguna Creek High School is committed to Making Great Things Possible for students by providing academically challenging programs which teach students to act responsibly, reason effectively, and contribute to a changing society. To support this philosophy, LCHS staff provides a variety of options to promote student connections with the school and staff. All LCHS students will be exposed to the rigors of the International Baccalaureate (IB) Middle Years Programme (MYP), will have the option to participate in the IB Career-related Programme (IB CP) or the IB Diploma Programme (DP) and/or may choose to participate in either AVID or one of the three academies: Manufacturing Production Technology Academy (MPTA), Sports Careers Academy (SCA), or Green Energy Technology Academy (GETA).

International Baccalaureate Middle Years Programme (IB MYP)



The International Baccalaureate Middle Years Programme (IB MYP) at Laguna Creek High School supports students in grades 9 and 10 as they build the foundation for success in high school, college, and life. As part of the IB continuum, the MYP emphasizes intellectual challenge, interdisciplinary learning, and global awareness while encouraging students to become critical thinkers, effective communicators, and compassionate individuals. The LCHS IB MYP is designed to engage students through inquiry-based learning and real-world connections across eight subject areas, including

Language and Literature, Sciences, Mathematics, and the Arts. Students also complete a long-term Personal Project that showcases their interests, skills, and growth as independent learners. The MYP prepares students for future academic pathways, including the **IB Career-related Programme (CP)** and the **IB Diploma Programme (DP)**.

Middle Years Programme (MYP) Grades 9-10 Major Components

The MYP comprises the eight subject group areas and the completion of a Personal Project. Students take courses in all eight subject groups.

A. Language Arts	B. Individuals and Society (History)
C. World Languages	D. Mathematics
E. Sciences	F. Physical Education
G. Design	H. Visual Arts
• Completes a Personal Project	

International Baccalaureate Career-related Programme (IB CP)



The International Baccalaureate Career-related Programme (IB CP) at Laguna Creek High School is designed for students who wish to combine rigorous academic study with practical, real-world experience in a career field of interest. Authorized in 2025, the LCHS IB CP aims to develop students who are reflective, ethical, and globally minded, and who strive to make meaningful contributions to their communities and future professions. The program blends at least **two IB Diploma Programme courses** with a **career-related**

pathway, along with a unique **CP core** that includes the Personal and Professional Skills (PPS) course, Reflective Project, Community Engagement, and Language and Cultural Studies. Students who complete the full CP pathway gain both college-preparatory skills and specialized knowledge in their chosen career field. Students may also pursue the LCHS IB CP Certificate by completing the CP core and a minimum of two IB courses, demonstrating their commitment to both academic challenge and career readiness.

Career-related Programme (CP) Grades 11-12 Major Components

IB Career-related candidates must take at least two DP Level courses from the below subject groups during their junior and senior years, complete each of the core components, and demonstrate their knowledge through the end-of-course assessments to qualify for the Career-related Programme Certificate. These two courses must be the same courses in the 11th and 12th grade years. The student must take the IB examinations for each of the courses.

Group 1: Studies in Language and Literature English A: Language and Literature HL/SL	Group 2: Language Acquisition B - French B SL - Japanese B SL - Spanish B SL
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Group 3: Individuals and Societies - History of the Americas HL/SL - Global Issues SL (elective)	Group 4: Experimental Sciences - Biology HL/SL - Chemistry HL/SL
Group 5: Mathematics - Math Analysis & Approaches HL/SL - Math Applications & Interpretations SL	Group 6: Visual & Performing Arts - Dance HL/SL - Music SL - Visual Arts HL/SL Students may elect for two sciences instead of selecting an art.
Core Components: - Language and Cultural Studies - Community Engagement - Reflective Project - Personal and Professional Skills Must complete all four components	

International Baccalaureate Diploma Programme (IB DP)



The full Diploma Programme aims to develop students who have excellent breadth and depth of knowledge; students who flourish physically, intellectually, emotionally, and ethically. The LCHS IB Diploma Programme, authorized since 2011, offers a complete liberal arts program of study that is internationally recognized and college-preparatory in nature. Students who are highly motivated, who seek an accelerated and diverse learning experience and who wish to, through their education, help create a better and more peaceful world are encouraged to enroll in the IB Diploma Programme at LCHS.

To complete the Results (full Diploma) DP, students must complete a culmination of courses, projects, and assessments that include six IB courses, a Theory of Knowledge (TOK) course, the Creativity, Activity, and Service Projects (CAS), and the Extended Essay (EE) during 11th and 12th grade as well as end-of-course exams their senior year. Another pathway that students may choose is the LCHS IB Associate Results, in which students take four or more of the same IB courses and earn a C or higher.

For more information regarding the IB Programme, please visit the LCHS website at <http://lchs.egusd.net> or the IB website at <http://www.ibo.org/>, attend an informational meeting at LCHS, or contact an IB counselor in the LCHS Counseling Office.

Diploma Programme (DP) Grades 11-12 Major Components

IB Diploma candidates must take at least one course from each group during both their junior and senior years, complete each of the core components, and demonstrate their knowledge through the end-of-course assessments to qualify for the full diploma. Students who do not complete the full diploma may take any course as a stand-alone.

Group 1: Studies in Language and Literature English A: Language and Literature HL/SL	Group 2: Language Acquisition B - French B SL - Japanese B SL - Spanish B SL
Group 3: Individuals and Societies History of the Americas HL/SL	Group 4: Experimental Sciences - Biology HL/SL - Chemistry HL/SL
Group 5: Mathematics - Math Analysis & Approaches HL/SL - Math Applications & Interpretations SL	Group 6: Visual & Performing Arts - Music HL/SL - Visual Arts HL/SL

	Students may elect for two sciences instead of selecting an art.
Core Components: • Extended Essay • CAS Project • Theory of Knowledge Must complete all three components	

Advancement Via Individual Determination (AVID)



AVID targets students in the academic middle (B, C, and even D students) who have a desire to go to college and the willingness to work hard. Typically, students will be the first in their families to attend college. These are students who are capable of completing rigorous curriculum. AVID students are encouraged to enroll in the most rigorous courses that are appropriate for them, such as Honors, AP, and IB. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality.

The AVID program includes an elective class that teaches and supports the AVID techniques. Students may take college preparatory, honors, advanced placement, or IB classes. Students in AVID meet weekly with their grade level peers in an advocacy class that is taught by a staff member who is a member AVID team.

Academy Programs

Green Energy Technology Academy (GETA)



Green Technologies are those that utilize renewable energy sources such as wind, water and sunlight. GETA focuses on the technologies of energy extraction, conversion, transportation, storage and application. GETA looks closely at the way these technologies will help, support and assist individuals and families living in energy poor conditions. All of this learning is done in the context of preparing our students for post-secondary success through complex, large-scale, hands-on projects, such as solar suitcases, wind turbines, hydroelectric generators and solar-electric boats and go-karts.

GETA includes grade-level college preparatory academy classes in English, Social Science, Math I, Chemistry, and Statistics, along with career technical courses which include:

- Introduction to Green Energy Technology
- Green Energy Technology I
- Green Energy Technology II
- Green Energy Technology III

Manufacturing Production Technology Academy (MPTA)



MPTA specializes in training students with hands-on mastery of virtually every aspect of modern-day production and manufacturing. Students will be prepared to enter college and careers in manufacturing, engineering and skilled trades. Students will participate in a technologically advanced and specialized performance-based curriculum that will prepare them to successfully compete in tomorrow's technological society. This program offers articulated post-

secondary credits from California State University, Sacramento. MPTA provides a school-wide entrepreneurial focus with two main pathways; Advanced Manufacturing, or Innovation and Design.

MPTA includes grade-level college preparatory academy classes in English, World Geography, US History, Math I, Math II, Math III, General Science, Biology, and Physics, along with career technical courses which include:

- | | |
|--|--|
| <u>Advanced Manufacturing</u> <ul style="list-style-type: none">• Manufacturing Fundamentals• Advanced Manufacturing 1• Advanced Manufacturing 2 | <u>Product Innovation and Design</u> <ul style="list-style-type: none">• Product Innovation Fundamentals• Product Innovation & Design 1• Product Innovation & Design 2 |
| <u>Design & Manufacturing</u> | |

Sports Careers Academy (SCA)



The Sports Careers Academy offers a unique opportunity to explore and wide-ranging and growing field including physical therapy, fitness training and athletic training. Students will have hands-on experience treating sports injuries and working with technology usually reserved for college students. Students also learn how to take care of their own health and wellness. Students graduate with a Personal Trainer certification, CPR/First Aid certification, experience with sports performance assessment, knowledge about the care and prevention of athletic injuries, and hands-on training with athletic trainers and physical therapists.

SCA includes grade-level college preparatory academy classes in English, World History, US History, Government/Economics, Psychology, Biology, and Physiology, along with career technical courses which include:

- Health
- Sports Therapy I
- Sports Therapy II
- Sports Therapy III

Pathway Programs

Computer Science Pathway



The Computer Science Pathway prepares students for careers in the software industry, which are always in demand. Students will learn how to design, develop, implement, maintain, and secure computer systems and software, as well as gain knowledge, of computer operating systems, programming languages and software development while working with the latest cutting-edge technologies to develop tomorrow's products that change the way we live.

The Computer Science Pathway includes the following career technical courses:

- Exploring Computer Science
- Computer Science Principles
- Mobile App Development

Design Institute Pathway



The Design Institute Pathway prepares students for a variety of opportunities in the ever-growing digital world. Photography and visual communication skills lead to careers in all fields. Marketing, social media specialists, and many arts media and entertainment careers require skills in design and specialized software programs. Students will learn these skills and how to harness the creativity required in a variety of jobs and careers. Through the exciting three-course pathway, students will expand their knowledge by preparing a digital portfolio for post-secondary college and career opportunities.

The Design Institute Pathway includes the following career technical courses:

- Digital Art and Graphic Design Production
- Digital Photography II
- Advance Graphic Communication (AP Studio Art: 2-D Design)

III. RESOURCES

Administration

The administrative team at Laguna Creek High School consists of the principal, three vice principals and one teacher-in-charge. Questions regarding student academics, social progress, or behavior may be directed to the vice principal's office, 916.683.1339.

Synergy

StudentVUE and ParentVUE in Synergy are the Elk Grove Unified School District's electronic academic communication tool between school officials, students and parents. Synergy serves as an information hub providing a common location of important information, such as daily homework and grades that is accessible and used by parents, teachers, administrators, counselors, and students. When Synergy's ParentVUE and StudentVUE are fully utilized, students perform better, parents engage with their students and the school more frequently, and staff members, students, and parents collaborate more productively. Parents are encouraged to utilize this communication service to keep abreast of their student's progress.

To establish a ParentVUE account, visit the main office at Laguna Creek High School with a current form of identification for a personal account code.

Cardinal Academic Time/Advocacy

The goal of the Advocacy program is to help ensure that students make connections within their school community and receive support for rigorous academic coursework. Each Laguna Creek High School teacher will be assigned a group of Advocacy students who will remain with that teacher from their freshman through graduation. The Advocacy teacher will monitor students' progress regarding completion of graduation requirements and will act as a general advocate for students. The program aims to provide students with the following:

- Opportunities for all students make positive connections
- Social and emotional learning experiences
- Understanding of the IB Learner Profile and Approaches to Learning skills to support academic and personal growth
- Understanding of available academic and personal services
- Dedicated time for Academic intervention and support

Counseling

Laguna Creek High School is staffed with a comprehensive counseling program that provides guidance in the following areas:

- College Preparation and Guidance
- Financial Aid and Scholarship Information
- Career Exploration and Guidance
- Academic and Personal Support Services
- Peer Counseling and Conflict Management

Counselors assist students to identify academic and career goals, in addition to planning courses of study that will lead to the achievement of these goals. The counseling program is an integral part of our total school program. The counseling staff works closely with the Laguna Creek High School staff, faculty, administrators, families, and community to provide a supportive, effective, and safe environment in which all students can succeed. Students and families are encouraged to contact the counseling office when needed at 916.683.3123.

Grade Reporting

Laguna Creek High School follows an alternating-day semester calendar.

Semester 1: August 10, 2023 – December 15, 2023
Semester 2: January 3, 2024 – May 24, 2024

Final exams are scheduled the last four days of each semester. Progress reports are available in ParentVUE, with end of semester report cards finalized approximately one week after the end of each semester. Final report card grades also appear on the student's transcript.

Library

The school library is open on regular school days 8:30 am – 4:15 pm, including Early Out schedule days. Student may check out or return textbooks at the textbook window anytime during the school day. Students using the library for quiet study or reading must sign in upon arrival.

Lost and Found – Two Locations

Lost items such as cell phones, purses, wallets, keys, and other small valuable items will be kept in the Vice Principals' Office if found. Lost items such as clothing, sports equipment, lunch bags, reusable water bottles, etc., will be kept in the Custodians' Office, located between the Main Office and Main Gym, facing the student parking lot.

Items not retrieved by the last day of school will be discarded or donated to charity, including all electronic devices such as cell phones.

Students are responsible for securing all school and personal items. Students should report and lost or stolen school or personal property in the Vice Principals' Office.

Student Store

The Cardinal Store is an outlet to purchase clothing items, snacks, dance tickets, replacement ID cards, ASB cards and various items throughout the school year. The student store stocks items ranging from nutritious snacks to Cardinal Spirit items and PE clothing. LCHS also has an online webstore for the purchase of various items.

Cafeteria

The school cafeteria is maintained as a vital part of the nutrition program of the school. Breakfast and lunch service is available to all students.

Students are expected to be Cardinal RED in the cafeteria by:

- Depositing all empty food containers, litter, etc., in wastebaskets
- Leaving the table and floor in a clean condition for others
- Respecting that all classrooms and hallways are off limits during lunch

IV. EGUSD GRADUATION REQUIREMENTS

EGUSD offers every student a high-quality education. Our graduation requirements exceed those at most school districts in California. The high school graduation requirements represent the minimum students must take to earn a diploma. Students are highly encouraged to enroll in A-G courses that prepare them for college or university entrance.

Comprehensive High School Course Completion Requirements

To graduate from the district, students in comprehensive high schools must earn a minimum of two hundred-twenty (220) credits in grades nine (9) through twelve (12), complete all required courses and a Validating Experience (as defined in this regulation), demonstrating College and Career Readiness.

To obtain a high school diploma, students shall complete the coursework identified below in grades 9-12. Courses taken in EGUSD Middle Schools with the same course and codes and requirements as high school courses shall be granted high school credits toward graduation. Grades for such classes will not be counted toward high school grade point average.

Credit and Course Requirements for Comprehensive High School Students

- 40 credits of English
- 35 credits of social science including World Geography, United States History, World History, American Government, and Economics
- 20 credits of Physical Education, unless the student has been exempted pursuant to the Education Code or effective July 1, 2007, is mandated to enroll in additional Physical Education classes due to failure to meet state fitness standards
- 30 credits of mathematics* including Math I, and 30 credits of science, including Life and Physical Sciences; or 40 credits of mathematics* including Math I and 20 credits of science, including Life and Physical Sciences
- 10 credits of world language* and 10 credits of visual and performing arts, or 20 credits of the same world language
- 5 credits of Health
- 5 credits of technology*
- 35 elective credits

*Students may demonstrate proficiency in identified subject areas through specific district proctored assessments.

Validating Experience

To demonstrate College and Career Readiness and graduate from EGUSD, students must pass ten (10) credits in one (1) of the following in their senior year:

- 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 to graduate with either of the following:

- Meet UC/CSU A-G requirements
- Earn a Seal of Biliteracy

Credits for Teachers' Aides

- Schools shall limit the number of teachers' aides (TAs) per teacher/department.
- Unless approved by the principal, students may not earn more than ten (10) TA credits during high school.
- Unless approved by the principal, only juniors and seniors may be assigned as a teacher's aide.
- Students may not be assigned as a teacher's aid and be enrolled in work experience concurrently.

Community Service (Service Learning) Requirements

Every student is expected to complete a minimum number of community service (Service Learning) hours per year. Minimum Hour Requirements: Each grade level between 9th and 12th requires 20 hours. Students are encouraged to earn hours during the summer. Service Learning is listed each year on the school transcript either as a Pass or No Pass. Students completing three of the four-year requirements will earn a silver cord for graduation.

Participation in Graduation Ceremony

Seniors must complete 220 units prior to the date of graduation. Within the 220 units, all required course work and graduation requirements must be completed. Seniors who have fulfilled all Elk Grove Unified School District graduation requirements will receive a Laguna Creek High School diploma. However, a student shall not participate in the graduation ceremony if:

- Fewer than **35 credits** are earned during the final semester
- A second off-campus suspension is assigned during the final semester of the senior year, or any off-campus suspension during the last 20 school days prior to the graduation ceremony
- The student fails to participate in the **mandatory graduation rehearsal**
- Fees/fines are not paid

Returning Students

Students returning to Laguna Creek High School from an alternative/continuation school, to be eligible to participate in the LCHS graduation ceremony, must return to a full LCHS class schedule no later than the first day of the second semester of the student's senior year, and meet all of the EGUSD and LCHS graduation requirements.

IV. COLLEGE PREPARATION AND ADMISSION REQUIREMENTS

California State University (CSU) and University of California (UC)

University of California

The University of California (UC) has two additional paths to eligibility for graduating California high school seniors who plan to attend and have met the minimum requirements (at least 15 A-G courses completed with a grade of C or better and a GPA of at least 3.0 in these courses) and aren't admitted to any UC

campus to which they apply. These students will be offered a spot at another UC campus if space is available, provided:

1. Because the UC no longer considers SAT or ACT scores as a factor in admissions decision, Admission by Examination has been suspended.
2. Eligibility in the Local Context (ELC) – Students must rank in the top nine percent of their graduating class at a participating California high school.
3. Eligibility in the Statewide Context (SWC) – Students must rank in the top nine percent of California students according to our updated Statewide Index.

The following website links provide information regarding University of California admission requirements:

[University of California Admissions](#)

[University of California Freshman Requirements](#)

California State University

The California State University (CSU) system uses A-G Standards. Most applicants who are admitted meet the standards in each of the following areas:

- Specific high school courses (referred to as A-G courses)
- Grades in A-G courses and test scores
- Graduation from high school
- The California State University (CSU) freshman testing requirements

The following website link provides more information regarding CSU admission requirements:

[CSU Applications](#)

University Partnerships

EGUSD has partnerships with California State University, Sacramento (CSUS) and the University of California, Davis (UCD) to increase the number of our graduates earning degrees. Part of the agreement states that UCD and CSUS counselors are available to our students. We also work closely with Cosumnes River College, which offers classes to help high school students prepare for college. Post-secondary education financial assistance information is available at each high school. Translators and translated financial aid materials are available to those families whose primary language is not English.

Early College Credit

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

College Testing

Advanced Placement (AP) Exams

Laguna Creek High School offers Advanced Placement (AP) classes. These challenging, advanced classes involve students in college-level course content and learning experiences. AP classes typically take more time, require more work, and give greater opportunity for individual growth and accomplishment. In May of each year, AP examinations are administered by the College Board and those students taking AP classes are encouraged to take this test. Most major colleges and universities recognize scores of 3, 4 or 5 (on a 5-point scale) for college credit. Three to four units of college credit may be earned per semester for each exam passed. The amount of credit varies by institution. If an AP exam conflicts with an IB exam, then the Academic Coordinator will work with the student to take the AP exam during the AP make-ups schedule.

International Baccalaureate (IB) Exams

In May of each year, International Baccalaureate (IB) examinations are administered by IB proctors, and those students taking IB classes are encouraged to take these exams. Most major colleges and universities recognize scores of 4, 5, 6, or 7 on HL exams (on a 7-point scale) for college credit. If an IB Results student scores 30 or higher out of 42, a student may earn a college semester and a half of credit. The amount of credit awarded varies by institution. The IB Exam Registration Process begins in September and is finalized in October each year. Any changes made after the October 15th deadline will result in a fee assessed by IB. Additional fees are applicable for each IB exam.

V. STUDENT ACTIVITIES

Athletics and Activities Participation

Academic Eligibility

For Academic Eligibility, Grades of Progress and Grades of Record are defined as:

- Grades of Progress: data processor-generated grades assigned to a student but not officially recorded on a transcript; on a traditional semester calendar these are “quarter” grades issued after the first 9 weeks of each semester; on a block/4 term calendar these are grades issued after the first 4-6 weeks of each term.
- Grades of Record: data processor-generated grades assigned to a student and officially recorded on a transcript.

Exception: Eligibility for the winter athletic season in schools on a traditional semester calendar, where “quarter grades” (grades of progress) are issued, will be determined by the first quarter grades.

Student-athletes who represent an EGUSD school in any athletic competition must meet the following requirements:

1. Earn a 2.0 GPA in 9-12 courses for Grades of Record prior to competition.*
2. Earn a 2.0 GPA with no more than one fail in 9-12 courses for Grades of Progress prior to competition.* (see continuing eligibility below)
3. Maintain minimum progress toward meeting the high school graduation requirements.
 - a. At least 40 credits earned by the start of grade 10
 - b. At least 90 credits earned by the start of grade 11
 - c. At least 150 credits earned by the start of grade 12
4. Maintain standards of satisfactory citizenship.
5. Maintain satisfactory attendance record as defined by Board Policy.

* Schools reserve the right to restrict try-outs to only academically eligible students.

Note: Exceptions may be made to the GPA requirements above by an Academic Hardship Committee when health, physical, mental disadvantages, or other extenuating and unusual circumstances exist. If an Academic Hardship Committee grants an exception and waives the Academic Eligibility requirements listed above, the student-athlete must be placed on an official EGUSD Hardship Contract and abide by all of its stipulations. This is a one-time contract for any high school in the Elk Grove Unified School District.

For more athletics information and to access the EGUSD High School Student Athlete Parent Handbook, please use this link: [EGUSD Athletics](#)

Continuing Eligibility

Eligibility is determined by the following:

- A student is eligible if on any Grade of Record the student has maintained a minimum 2.0 GPA.
- If on any Grade of Progress the student has a 2.0 GPA but more than one fail, he/she is ineligible to compete in any contests beginning the Monday after grades are published. That student becomes eligible to compete as soon as he/she returns a grade clearance form or the Athletic Director receives electronic communication from the teacher, signifying that the student is earning a passing grade in one of the fails.
- If on any mid-quarter or mid-term Grade of Progress the student has more than one fail, the student is ineligible to compete beginning the Monday after grades are published. That student becomes eligible to compete as soon as he/she returns a grade clearance form or the Athletic Director receives electronic communication from the teacher signifying that the student is earning a passing grade in one of the fails.

Athletic Clearance

To be cleared to participate in any sport on campus students will need to complete stated requirements outlined here: www.athleticclearance.com.

Student Government

Through Student Council, students may express their opinions and assist in the planning of school activities. The council promotes leadership, initiative, and responsibility. It is the duty of the Student Council representatives to bring to the council's attention suggestions from their classmates and to report to their Advocacy class the actions of the council. Student body officers are elected each year.

Each year, student body and class officers are elected. Requirements for elected office are:

- A minimum 3.0 grade point average at each grading period with no "F" grades for class officers and a minimum of 3.75 at each grading period with no "F" grades for ASB Vice President and President.
- Satisfactory citizenship – no suspensions or unsatisfactory marks
- Approval of the principal

Clubs

Laguna Creek High School's club program is designed to make available as many different clubs and activities as possible to meet the interests of the student body. The plans, activities, and functions of each club are decided upon and carried out by the members and their elected officers, with the help of an advisor. If students want to know more about clubs and organizations that are available on campus, there will be a "Club Rush Day" in mid-September during lunches, so students can talk to a representative from each group and sign up for membership. Throughout the year, students want to know how to become a new member of any club or organization are welcome to come to the ASB office, in room H-4, to contact the Activities Director for further information.

Sports Programs

Visit the LCHS Website here LCHS Athletics for athletics information. You may also contact the Athletics Director's office at (916) 683-2029.

FALL	WINTER	SPRING
Football (V, JV) Girls Golf (V) Cross Country (V) Girls Volleyball (V, JV) Girls Tennis (V) Water Polo (V) Cheer (V, JV, Fr)	Boys Basketball (V, JV, Fr) Girls Basketball (V, JV, Fr) Wrestling (V, JV) Boys Soccer (V, JV) Girls Soccer (V, JV, Fr) Cheer (V, JV, Fr)	Baseball (V, JV) Track (V) Softball (V, JV) Swim (V, JV) Boys Golf (V) Boys Tennis (V) Boys Volleyball (V)

Dances

The following rules govern all student dances and are intended to guarantee that all students may safely enjoy these events:

- School rules apply during all dances and functions
- Failure to behave in an appropriate manner will result in removal from the dance or function, and possible disciplinary action
- Parents/guardians are responsible for providing immediate pickup at the conclusion of the dance. Students who are waiting longer than 30 minutes after the end of a dance or function for parent/guardian pickup will not be allowed to attend the next dance or function.
- LCHS student ID must be presented or admittance to the dance or function. NO ID – NO ENTRANCE – NO REFUNDS – NO EXCEPTIONS
- Students arriving after doors close for the event will not be admitted. **No refunds will be issued.**
- A limited number of guest passes will be issued for some dances or functions, at the discretion of the Activities Director. A background check will be completed for each guest request. LCHS Administrators reserve the right to issue or revoke the guest pass at any time.
 - Guest pass request applications are distributed only to LCHS students **who have an ASB card** at the time of application.
 - Applications must be completed in **pen** and submitted with a copy of the guest's photo identification.
 - LCHS student and guest must arrive to check in **together**. All guests must present photo identification upon check-in, which must match the copy of identification submitted with the guest pass application. NO ID – NO ENTRANCE – NO REFUNDS – NO EXCEPTIONS
 - Guest passes will not be issued to anyone 21 years of age or older.
- Lost, stolen or other items that are left unattended are not the school's responsibility.
- Students on the LCHS No Activity/No Go list will not be permitted to purchase tickets or attend the dance or other functions.

VI. POLICIES & PROCEDURES

Attendance

Regular attendance and punctuality are key elements in determining student success at Laguna Creek High School. Irregular attendance will negatively impact class progress and grades. Parents and guardians are encouraged to check on their student's attendance regularly in ParentVUE or by contacting the attendance office at 916.683.1339.

Absence and Late Arrival Procedures

The State of California defines school absences, late arrivals, early dismissals, and leave of grounds as follows:

- **Excused**: Personal illness of student, medical or dental appointment for student, death of an immediate family member, mental health of the student, religious holidays (must be pre-approved by an administrator), or mandated court appearance, conferences, medical quarantine (i.e., head lice, impetigo, inadequate immunizations).
- **Unexcused**: Car trouble, traffic, missing the bus, oversleeping, home suspension, weather, illness of family member, DMV appointments, etc.
- **Truant**: Any student subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof [EC 48260].

- **Habitual Truant:** Any student who has been truant three or more times per school year. However, this designation can only be made following a conscientious effort by an appropriate district officer or employee to hold at least one conference with a parent/guardian of the student. In addition, notifications required by EC 48260.5 must be sent to the parent/guardian through the most cost-effective means possible which may include electronic or telephone call [EC 48262]
- **Chronic Truant:** Any student subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse for 10% or more of the school days in one school year, from the date of enrollment to the current date, provided that the appropriate school district officer or employee has complied with EC sections 48260, 48260.5, 48261, 48262, 48263, 48291, and 48263.6.
- **Chronic Absentee:** A student absent ten percent or more of the days, calculated by dividing total absences by the total number of school days the student is enrolled during the school year. Unlike truancy, this measure includes all absences – including excused absences – and assumes all excessive absence impedes learning. [EC 60901(c)(1)]

Parents/guardians have five (5) school days in which to report their student's absence. Students who have unverified absences past the five (5) days will be considered truant from those respective classes. Teachers are not required to provide students the opportunity to make up missed assignments/tests due to unexcused or unverified absences/late arrivals. To report an absence or late arrival, one of the following procedures should be used:

- Call the attendance office at 916.683.1339 during business hours to report an absence.
- Calls to excuse a late arrival must be received prior to the student's arrival to campus. Students must check in at the office to collect a pass and to record the arrival time.
- Provide a note to the student to submit to the attendance office upon arrival. The note must include the student's name, ID number, reason for the absence or late arrival, a valid phone number of the parent/guardian, printed name of parent/guardian, and signature of parent/guardian.
- Provide an appointment confirmation or note from a medical office.

Early Dismissal Procedure and Leave of Grounds Procedure

Laguna Creek High School is a closed campus. Students are not permitted to leave campus without a pass issued from the Attendance Office.

When students must leave campus before the end of the school day, a parent/guardian should call the attendance office in advance to ensure quick dismissal. Early dismissal requests are not able to be processed within 20 minutes of end of the day. Early dismissal passes will be delivered to students during class to arrive in the office at the designated time. Students with early dismissal passes must check out in the office prior to leaving campus. Not requesting an early dismissal in advance may result in delays. Students will be released to a parent/guardian, or designated emergency contact person. Valid photo identification is required when checking out the student.

Makeup Work

Nothing can replace the learning experiences that take place in the classroom during the school day, making it imperative that students attend class every day. On the occasion a student is absent with a state-approved excuse, missed or alternative assignments may be collected from the teacher. ParentVUE and StudentVUE is also a communication tool to be used to stay current with assignments when a student must be absent. If a student has an excused absence for more than three consecutive school days, a request may be made by the student or parent/guardian through the counseling office, 916.683.6123, with follow-up from teachers 24 to 48 hours after the request.

Tardy Policy for Unexcused Late Arrivals

Regular attendance and punctuality are vital in determining student success at Laguna Creek High School. Irregular attendance will negatively impact class progress and grades. Parents and guardians are encouraged to regularly check their student's attendance in Synergy or by calling the attendance office at 916.683.1339.

Tardy Policy for Late Arrivals

- When a student arrives late to school or class, they must check in at the Kiosk (Attendance Windows or Library Window) and receive a Tardy Pass that allows them to enter class.
- Parents must contact the office via telephone or by signed note to excuse a tardy during morning arrival **before** the student arrives. Late arriving students with a note or prior parent notification must check in at the main office for the tardy to be excused.
- The tardy will be unexcused without **prior** parent notification of the late arrival, or without checking in at the main office.
- Students arriving more than 30 minutes late to 5/6 period (essentially double-lunching) will be assigned Saturday School, 9 tardies, or after-school community service.

No Activity (No Go) List

- Once students have accumulated **five** tardies, they are placed on the No Activity List.
- Students on the No Activity List will not be allowed to attend any extracurricular activities, including, but not limited to, athletics practices, athletics events, dances, and after-school ASB events.

Tardy Elimination

- Time Management 101
 - Will Occur twice per week on Tuesday and Wednesdays, before school from 7:45-8:15 am in the Career Center and after school from 3:50-4:20 pm in the MP room
 - Students who arrive late to TM101 will not be admitted.
 - Students must have their student ID available, either with the ID card or StudentVue and check in.
 - Attending TM101 eliminates **three** tardies.
- Tutoring
 - Students may attend tutoring with a teacher to eliminate tardies.
 - A minimum of a 30-minute session of tutoring is required.
 - The teacher must approve tutoring and report confirmation of tutoring to administrators.
 - Tutoring eliminates **three** tardies.
- Saturday School
 - May occur as needed once per month from 8:00 am – 12:00 pm.
 - Students who arrive late to Saturday School will not be admitted; students must be in the designated room before the door closes.
 - Students must have their student ID available, either with the ID card or StudentVue and check in.
 - Attendance at Saturday School eliminates 20 tardies.

Truancy and/or Excessive Excused Absences – Attendance Improvement Program

Education Code 48260: Any student subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Students that meet the criteria of [EC 48260] will be referred to the school district's Attendance Improvement Program, through the following process:

1st Attendance Letter

- A letter is generated by EGUSD Attendance Improvement Office after a minimum of three unexcused absences or missing 30 minutes of instructional time for an unexcused reason, or a combination thereof

2nd Attendance Letter

- The second letter may be generated after a minimum of two additional unexcused absences or missing 30 minutes of instructional time for an unexcused reason, or a combination thereof.
- Parent is requested to contact the school within five school days to schedule a Student Attendance Review Team (SART) meeting.
- Parent will be asked to sign a contract at the SART meeting.
- If no conference is scheduled, parent fails to attend a scheduled conference, or if additional absences occur, intervention options available to the school site are:
 - Referral to Student Study Team (SST)
 - Referral to Regional Team/Student Support Center (formerly Healthy Start)
 - "Knock and Talk" visit from school site or AIO staff
 - Send 3rd Attendance Letter

Knock and Talk/Home Visit

The goal of home visits by the EGUSD School Resource Officer (SRO) is to provide an open dialogue between school staff and parent/guardian, as well as to convey parents/guardians their legal responsibility to comply with compulsory school attendance law.

3rd Attendance Letter

- A letter will be generated when a student violates an attendance contract or when the parent/guardian does not schedule or attend a SART meeting.

Conflict Management

Students need skills to communicate effectively and to create boundaries for themselves in a responsible manner. We have a very skillful, trained group of student conflict managers who assist their peers in resolving potential controversy. Students who are having problems with each other and who choose to discuss these issues should report to the Counseling office and request assistance from a conflict manager. If an agreement is not reached, students may be referred to an administrator for possible disciplinary action. Students sent to conflict management by an administrator, in an effort to avoid home suspension, will be suspended if there is a violation of the conflict management agreement at a later time.

Identification Cards

At the beginning of each year, student ID photos are taken and students are issued ID cards. (These cards are not the same as an ASB card, which is explained in the next section.) **Students are required to carry their identification cards at all times while in school or at school-sanctioned events and activities and present them upon request of any LCHS staff member.** Students will not be allowed to enter a school activity without their ID card. In addition, ID cards must be used for library and textbook checkout. Students who lose or damage their ID cards must have them replaced. Replacement ID cards are available at the library.

Associated Student Body (ASB) Cards

Students may purchase an ASB card which provides extra student benefits as follows:

- Free admission to all home athletic events (playoff games and Powder Puff game not included)

- Discounts on tickets and bids to other events, including dances and campus activities
- Discounts on certain items included in the Senior Payment Plan
- The privilege of bringing a guest from another school to LCHS dances

ASB cards are not transferrable and at no time shall a student lend his/her ASB card to another student. If this occurs, the privileges of the card will be voided. Replacement of defaced, lost, or stolen cards will NOT be made; a new card must be purchased at the original cost. ASB cards are available for purchase year-round at the Student Store and online in the Webstore.

Health Office

The Health Office is located in the Main Office. If a student becomes ill or injured at school, he/she will receive every care and consideration possible. Parents will be contacted for injuries/illnesses of a serious nature or if a student is too ill to remain at school. Injuries which occur at home should be cared for at home. If a student is injured or becomes ill, they are to first report to their teacher who will then issue a pass to the Health Office.

If a student feels they are unable to participate in PE due to illness or injury, parent/guardian must contact the PE teacher directly via Parent Vue or email. The Health Records Assistant is not involved in this process. All health information must be updated yearly, and changes in address, parent's/guardian's home, cell and work numbers and emergency contact names should be reported immediately to the front office at (916) 683-1339, so that the school is able to contact the parent or guardian immediately if the student is ill or injured.

Medications

Students may **NOT** carry medications on campus, including non-prescription medicine. All medications are to be kept in a locked cabinet. The only exception to this policy is emergency medications including inhalers, EpiPen and Glucagon which have been prescribed by a physician to be carried by the student. All medications, inhalers, EpiPen, Glucagon, prescription medications, and over-the-counter medications are to be reviewed by the Health Records Assistant. All medications must be in the original bottle and label.

A **"Medication Assistance Authorization" form must be signed by the parent and physician and submitted to the Health Office for all medication to be administered at school.** This authorization must be renewed each academic school year. Students may obtain the form from the Health Office. The Health Office does NOT keep medication for general student use. Students found in possession of prescription or over-the-counter medications are subject to disciplinary actions.

Chronic Illness or On-going Medical Needs

The Health Records Assistant and School Nurse will work directly with parents/guardians of students with ongoing health issues and their physicians, to develop a Health Plan to address treatments and emergency procedures while a student is at school. Examples of ongoing health issues are asthma, diabetes, seizure disorder, bee-sting allergy, or other chronic illness.

Parking Lot Regulations

Students are permitted to drive to and from school, provided they park in stalls designated for student parking. **Under no circumstances should students park off campus or in areas provided for staff and visitors.** Students who park off campus are subject to ticketing by law enforcement. Student violators are subject to citation and/or other disciplinary consequences. Parking at LCHS is a privilege and may be revoked for safety and/or disciplinary reasons related to the inappropriate use of a vehicle. Examples of these violations may include reckless and/or unsafe driving practices, violations of California Education Code 48900, and closed campus violations involving the use of a vehicle. Students who drive to school must abide by the following:

- Any student leaving campus in a vehicle during the school day without permission from LCHS staff is in violation of school rules.
- All students driving to school must be licensed and covered by insurance.
- Students must park their cars in the area designated for student parking.
- Student vehicles are not permitted in the faculty staff parking area (parking lot on Big Horn Blvd).
- All parking lot curb and sign markings are to be obeyed.
- The school is not responsible for damage incurred while on school property.
- Students are not allowed to go to their car to get personal items during the school day, without permission from an administrator.
- Students parking their cars on school property may be subject to searches for reasons of security, health, and safety.
- Students must observe the 5 mile per hour parking lot speed limit.
- Vehicles are to be parked front first, not backed into parking spaces.

Automobile Searches

California law, Vehicle Code Section 21113(a), states the following: "Vehicles Subject to Search - By entering this area, (school property) the person driving any vehicle is deemed to consent to complete search of the vehicle, all its compartments and contents, by school officials or law enforcement personnel, for any reason whatsoever. This notice applies to all vehicles of any type and is enforced 24 hours a day."

Visitation Procedures

Parent Visits

Teachers and administrators at Laguna Creek High School encourage parents to visit campus and their student's classrooms in a collaborative effort to improve the student's educational experiences and achievements. When parents wish to visit a classroom at Laguna Creek High School, an appointment must be scheduled at least 24 hours in advance. Parents should be prepared to:

- Contact the teacher(s) to arrange the visit. Please allow one day for the teacher to return your phone call or email. If unable to contact the teacher, please contact a vice principal to assist you in setting up the classroom visit.
- Check in at the main office to receive a visitor's badge and escort upon arriving to campus.
- Introduce themselves to the teacher and follow the teacher's directive for seating.
- Remain quiet while in the classroom and do not interfere with the instruction through conversation with the teacher or students.
- Turn off and stow away cell phones, electronic devices or other distracting items while in the classroom.

After the classroom visit, parents who would like to meet with the teacher privately, may leave a note in the teacher's mailbox, send a follow-up e-mail, or call during school hours to request a meeting.

General Visits

Laguna Creek High School welcomes authorized guests on campus. Guests must make prior arrangements with the teacher or staff member they wish to visit. The best way to contact a teacher or staff member is via email. Staff email addresses can be found on the school website. Students may not bring any person or animal to campus during school hours.

Rally Visits

Spirit rallies are designed to promote and nurture student and school spirit. Due to the number of students and staff that are present during rallies, and the limited space in the gym, guests are not allowed.

Cell Phones and Other Electronic Devices

Per Board Policy 5131.8 Cell phones, smart watches, and other mobile communication devices may be used during **non-instructional** time only. Non-instructional time is defined as passing periods between classes, prior to school, after school, and during the student's lunch period. A student may **NOT** use their cell phone or electronic device when out of class on a pass, as this is still considered instructional time. Cell phones and other personal electronic devices are to be completely **turned OFF** and **put away** during instructional time unless given permission for its use by the classroom teacher. If a cell phone or other electronic device is being used, is heard or is in view during instructional time without the teacher's permission, it will be confiscated. **Parents/guardians are required** to pick up the phone or other electronic device from the office; **confiscated items will not be released to the students**. The school administration will not be responsible for the loss or theft of any of these electronic devices nor will they investigate theft or damage claims. **Multiple electronic violations will result in disciplinary consequences.** Confiscated items left after the last day of school will be donated.

Parent/Guardian Liability

Education Code Section 48904 (a) (1) provides that the parent or guardian of minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any pupil, school employee, or school volunteer. The parent or guardian is also liable for damages to real or personal property belonging to the school district or private individual, or personal property belonging to a school employee resulting from the willful misconduct of the minor. The liability of the parent or guardian is limited to \$10,000, adjusted annually for inflation.

Change of Student Information

Parents/guardians must notify the Attendance Office immediately of any change in address, telephone number, emergency contact, custody or guardianship change. Changes of address will require proof, i.e., SMUD, PG&E, or other utility bill. Changes of custody or guardianship required court approved documentation. Telephone number or emergency contact changes may be made through ParentVUE.

Food Sales

Following are guidelines for selling any food or beverage, including candy, at school, as stated in the Elk Grove Unified School District Board Administrative Regulations [AR 5030(f)].

A middle school or high school may permit the sale of food or beverage items that do not comply with the above regulations as part of a **school fundraising event** in any of the following circumstances:

- The sale of those items takes place off of and away from school premises.
- The sale of those items takes place from **one-half hour before** the start of the school day until **one-half hour after** the end of the school day.
- The sale of those items occurs during a school-sponsored pupil activity after the end of the school day.

Private sales of food, candy, beverage items, or any other product is **strictly prohibited**. Students will receive disciplinary consequences and all items will be confiscated, including any collected monies, and will become the property of the school.

Fire Drill Instructions

Students are to follow the following procedures when the fire signal sounds:

- Evacuate all buildings. Quietly exit the classroom according to the directions posted in your room and remain with your teacher.
- Do not run or loiter.

- Students not in a classroom must move immediately with other students to the evacuation area and join the appropriate class.
- Stay at least 50 feet away from all buildings.
- When the all-clear signal is given, return to class immediately.
- If a fire alarm rings during lunch, students must evacuate to the blacktop and field areas behind the gym and report to their 5th/6th period teacher.
- If a fire alarm rings before or after school, students must report to the blacktop and field areas behind the gym and follow the directions of school staff and emergency personnel.

Deliveries

Flowers, balloons, cakes, candy, etc., **will not be delivered to a student to acknowledge a special occasion.** Please do not send or allow students to bring these items to school, as they disrupt the educational process. Students will be requested to the office to receive any money, electronic devices or food items directly from their parent/guardian only. Office personnel may not accept these items to deliver to students.

Food delivery services are not allowed and will be turned away without refund from LCHS. Disciplinary consequences may be imposed for continued infringement.

Leaving School at Lunch Time

The Elk Grove Unified Board of Education has established a closed campus policy at all sites. Students may not leave campus at any time during the school day. This is to protect your student's health, safety and welfare and maintain the security of the campus. We ask that you not request permission for your student to leave campus during the school day for lunch, [E.C. 44808.5] unless approved by an administrator for special circumstances.

Hall Pass Policy

Students are not permitted in the halls during class periods unless a teacher accompanies them or they have a hall pass issued from an authorized staff member. Hall passes must be visible whenever a student is out of class during class time.

Returned Checks

Parents/guardians will be notified via Synergy Mail if a check has been returned for non-payment by the originating bank. If the returned check was for a school activity, such as the senior trip, students will not be allowed to participate in that activity until the amount of the returned check is paid in cash or by credit card. If a check is returned, all future payments will be required in cash or by credit card.

VII. STANDARDS OF CONDUCT

PBIS Program

Tier 1

Laguna Creek High School has adopted the PBIS (Positive Behavior Intervention Systems) program, which utilizes a positive school wide behavior model. The motto, Be Cardinal RED, is aimed at promoting Respectful, Engaged, and Dedicated students, teachers, and staff. The PBIS program uses incentives such as Cardinal RED cards, which students can turn in to the counseling office for a weekly drawing, as well as monthly spotlights which staff select to reward one to two students each month recognizing the students for being Cardinal R.E.D.

Tier 2

The Tier two interventions, approximately 5% of our students, target a smaller percentage of students than Tier one of the PBIS program. This second tier focuses on targeted instruction/intervention and supplemental support. Tier 2 is designed to support the needs of students at risk and/or falling behind. Students may receive increased instruction and practice in social skills, one on one counseling, positive reinforcement, adult supervision and progress monitoring.

All students at Laguna Creek High School are expected to demonstrate good citizenship by acting Cardinal RED (Respectful, Engaged, Dedicated). Each student is expected to:



Library Use

Our school and classroom library collections periodically add titles. In order to keep you informed of new arrivals in our school library collection, we will notify families twice during the school year, September and February.

The library is a place to complete homework, conduct research, type or print assignments, and read. Students are expected to conduct themselves in a way that is conducive to a quiet study environment and promote the tenants of Be Cardinal RED. The following expectations are aimed at supporting a positive library environment:

- Show respect for others at all times by using appropriate language and volume.
- Turn off and stow away all electronic devices before entering the library.
- Consume all food and beverage and dispose of trash before entering the library.
- Keep furniture where it is unless permission is attained from library staff.

Library Materials and Textbook Use

The library is responsible for textbook circulation. Textbooks are checked in and checked out at the beginning and end of each semester. Students must have a current LCHS ID to check out textbooks. Students will be notified when textbooks are overdue. Students may check out library books using their school ID for up to two weeks, with renewals allowed. Most magazines that are not the current month may be checked out as well. Students also may check out calculators to help them with class work; however, there is a limited number of calculators available. Students are responsible for library materials and textbooks, just like at the public library. If a book is lost, stolen or damaged, it must be paid for so replacement textbooks can be purchased by the district. Payment plans are available for repayment of lost,

stolen or damaged books. Payments may be made by check, cash or money order, up until the second week of April, after which time payment must be made in cash.

Students may be held responsible for any prior damage to a textbook that is not reported to a library staff person within seven days of checkout.

To reduce your risk of being charged for a textbook, please use the following guidelines:

- Write your name in pen in the front of the book before you leave the library after checkout. This will ensure you always have the right textbook.
- Do not share or loan your textbooks to others.
- Do not leave your books in a classroom or at after-school or sports events.
- Keep your books dry, unmarked, and clean.
- Gently place your books down. Avoid tossing or dropping textbooks.

Technology and Internet Access

Chromebooks are issued to students for educational purposes. LCHS students must adhere to EGUSD Technology Acceptable Use Policy that can be found [here](#)

Vandalism

Corrupting a computer system, accessing unacceptable sites, defacing hardware, theft, and other destructive violations of the computer will result in disciplinary action. Corrupting a computer system or destroying applications or data (including copying or installing unauthorized software or attempting to break computer or network security) will be considered vandalism.

Security

Security of any computer system is a high priority, especially when the system involves many users. If you identify a security problem, notify the school site administration at (916) 683-1339 or Technology Services at (916) 686-0245. Attempts to log on to any network server as a system administrator will result in disciplinary action. Any unauthorized person who electronically adds, copies, alters, damages, deletes, or destroys any data, including but not limited to grades, attendance and/or discipline history, or who knowingly allows another person to engage in such conduct, is subject to suspension, expulsion, and/or arrest [E.C. 48900 (f) and (g); Penal Code 502]. LCHS is equipped with security cameras. All persons on and around the perimeter of campus are being recorded.

Bicycles/Skateboards

Bicycles must be parked and locked in the racks provided on campus, and skateboards must be stored on the skateboard rack, located on the side of classroom I-1, at the beginning of each school day. Students leaving the school campus on bicycles must come to a complete stop when entering the city streets. State law requires that students under 18 years of age must wear helmets when riding bikes to and from school. The Elk Grove Unified School District prohibits the use of skateboards, roller skates, in-line skates, or similar devices on school property, including parking lots and walkways. Violators may be prosecuted under SCC 1084 section 9.38.015. EGUSD and Laguna Creek High School will not be responsible for the theft and/or damage to any skateboard, scooter or bicycle.

- All bicycles should be parked and locked in one of the racks provided. These racks are not monitored and the school is NOT responsible for damaged or stolen bicycles.
- Bicycles, skateboards and scooters are not to be ridden on campus.
- All skateboards must be placed on the campus skateboard rack (along the side of classroom I-1) prior to the first class each day. The skateboard rack allows students to lock their skateboards to the rack. Please, obtain a normal padlock to lock skateboards on the rack.
- Students may not carry skateboards with them during the school day.

EGUSD Bus Use

To ensure the safety of students being transported, all students must abide by the bus conduct rules established by the Elk Grove Unified School District. Students who fail to abide by rules for bus use may be denied access to EGUSD bus ridership.

Hydration Station

Students may carry a reusable water bottle or plastic water bottle with a cap and may be refilled at various hydration stations on campus. For safety reasons, glass drink containers are not permitted at any time on the campus. Such items will be confiscated from students on the first offense and may be subject to further administrative action upon further violations.

Graffiti

Graffiti, tagging, or other marks made on school or private property is vandalism and will be treated as such. Participants in such activities are subject to administrative disciplinary action which may include a recommendation for expulsion, as well as possible criminal charges. Parent(s)/guardian(s) and students may be held responsible for any costs related to the repair and/or clean-up of any damage caused by their child.

Off-Limit Areas

Some areas of the campus are “off-limits” to students during the lunch periods. Students who are in these off-limit areas without proper authorization will be subject to disciplinary action. These areas include parking lots, physical education playing fields, classroom hallways, etc. Please remain inside the red lines of the quad area to adhere to this policy. Any student needing to go to a classroom during the lunch period must have a pass from their teacher.

Public Display of Affection

Public displays of affection are not allowed. Students violating the display of affection policy will be issued one warning. The second violation will result in administrative disciplinary action.

Dress Code

EGUSD Board Policy 5132 describes the philosophy behind the development of this dress code policy. The primary responsibility for a student's attire resides with the student and families. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student and does not contribute to a hostile or intimidating atmosphere for any student.

The purpose of a dress and grooming code is to facilitate education, not to inhibit any person's taste in attire or appearance. Students should be clean and neatly dressed in a manner that will be appropriate to the school setting, not hazardous to the health and safety of the students, and not disruptive to the school's educational program.

In addition, no articles of clothing, apparel or school materials, including hats, backpacks, and binders, may have pictures, printing, or writing that is crude, vulgar, obscene, profane, sexually suggestive, racially, ethnically, or religiously intolerant, that contain images of weapons, tobacco, drugs and/or alcohol, or promote or advertise the use of drugs, tobacco or alcohol, or which the school's administrator reasonably predicts will disrupt the learning environment.

1. Basic Principle: Certain body parts must be covered for *all* students

Students are required, at minimum, to have outerwear clothing covering the bottom (long enough to cover the buttocks) and torso of their body. Torso is defined as the body of a person excluding the

head and limbs. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. Students must wear, while following the basic principle of Section 1 above:

- Tops: with straps or sleeves with fabric in the front, back from below shoulder blade to midriff, and on the sides under the arms

AND

- Bottoms: pants/sweatpants/shorts/skirts/dresses/leggings, enough to cover the buttocks and undergarments

AND

- Shoes

Note: Courses which include attire as part of the curriculum (i.e., business, job readiness) may include assignment-specific attire. Activity-specific requirements are permitted, such as athletic shoes for PE, attire appropriate for science labs, etc.

3. Students may wear, as long as items do not violate Section 1 above:

- Hats if the face is visible to staff and not interfere with line of sight for others*
- Religious headwear.
- Hoodie sweatshirts*
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
- Ripped jeans, as long as undergarment is not exposed
- Athletic attire

4. Student cannot wear:

- Violent language or images, or promotion or advertising illegal activities or products
- Images or language depicting drugs or alcohol, or any illegal item or activity, the use of, promotion, representation, or advertisement
- Hate speech, profanity, pornography, or promotion or advertisement of such
- Images or language that creates a hostile or intimidating environment based on any protected class
- Clothing that reveals undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face, except for medical masks or ears (except as a religious observance)*

*Teachers may prohibit wearing hats/head coverings (except as a religious observance) within their classroom. Administrators or office staff may prohibit wearing hats/head coverings (except as a religious observance) within the office (i.e., office aides and teachers' assistants).

The school administration may limit or prohibit specific clothing determined by law enforcement or gang experts to be affiliated with an actual gang. In consultation with law enforcement or other gang experts, the school administration may limit clothing or apparel where there is a reasonable basis for identifying such clothing or apparel as gang affiliated. Limitations and prohibitions on gang-related clothing or apparel will be applied equally to all students, and in no instance will a student's clothing or apparel be identified as gang-related based solely on the student's race, national origin or ancestry.

Students failing to comply with the dress code may be asked to change into PE clothes, wear borrowed clothing from the school or a friend, call their parents or guardians to bring a change of clothing, have inappropriate items confiscated, or in the case of repeated violations, may be subject to progressive disciplinary consequences.

VIII. TITLE I INFORMATION & POLICIES

Every Student Succeeds Act: Parents Right to Know

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- Is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Laguna Creek High School Principal at 916.683.1339.

School Accountability Report Card (SARC)

The current School Accountability Report Card (SARC) is available online at the Elk Grove Unified School District website at: <https://www.egusd.net/District/Academics/Assessments/School-Accountability-Report-Cards/index.html>. Both a long-detailed format and a short executive summary are posted for parents to learn more about the schools in our community.

Each school's SARC summarizes the school's mission, goals, accomplishments, and highlights the school's unique programs. In addition, state law requires that the SARC contain all of the following: demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum and instruction descriptions, postsecondary preparation information, fiscal and expenditure data.

The federal law, Every Student Succeeds Act, requires that SARCs contain reports concerning the "adequate yearly progress" of students in achieving state academic achievement standards; Title I Program Improvement status; graduation rates at the secondary level; and the extent to which "highly qualified" teachers are teaching core academic subjects.

A hard copy of these reports can be requested by visiting your child's school office. Additionally, these reports have been translated in Spanish and Hmong at schools with large populations of families who speak these languages. Any questions regarding the SARCs can be answered by your child's principal or by contacting School Improvement Support at (916) 686-7712.

Title I Part A School-Level Parent and Family Engagement Policy

The school-level parent and family engagement policy shall describe the means for how each school shall carry out the following requirements. (20 U.S.C. Section 6318[b][1])

Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])

- Information will be presented to families during a weekday meeting.

Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, childcare, or home visits, as such services related to parental involvement. (20 U.S.C. Section 6318[c][2])

- Morning and evening meetings will be used to present information to families. Virtual and/or In-Person meetings will be offered.

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. Section 6318[c][3])

- School Site Council, ELAC, Monthly Parent Meetings, and newsletters are communication and feedback mechanisms that will be used to monitor our program.

Provide parents of participating children with timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])

- Newsletters, monthly parent meetings, and SARC are ways for parents to stay informed.

A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])

- Board adopted curriculum is available for review. Course standards are available via online resources and course syllabi are provided at the start of the course. Student assessment data is reviewed during monthly parent meetings, ELAC, and School Site Council meetings.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])

- Surveys, monthly parent meetings, and School Site Council meetings are methods for parental feedback. Synergy parent portal, Synergy Mail, and Talking Points text messaging are methods for parent to school communication.

If the Title I schoolwide plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. (20 U.S.C. Section 6318[c][5])

This School-Level Parent and Family Engagement Policy has been developed jointly with, updated periodically, and agreed upon with parents of children participating in Title I, Part A programs. This policy was adopted by Laguna Creek High School on April 17, 2025, and will be in effect for the 2025-2026 School Year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: September 19, 2025.

School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under Title I, Part A shall jointly develop with parents for all children served under this part a school-parent compact. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and

develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements. (20 U.S.C. Section 6318[d])

Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. Section 6318[d][1])

Responsibilities of the School:

In carrying out the parent and family engagement requirements of Title I, Part A, districts and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended by the ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. Section 6318[f])

- The school will provide translation services from the Multilingual department, Google Translate, or Talking Points for parents/families of English Learners (EL), Students with Disabilities (SWD), and migrant students.

Provide assistance to parents of children served by the school or district, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. Section 6318[e][1])

- The school will provide parents and families with policies and procedures to understand state and LEA testing. Teachers will communicate course syllabi at the start of each course. Information on accessing the Parent Synergy Portal will be provided at the start of each school year.

Provide materials and training to help parents to work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. Section 6318[e][2])

- The school will host monthly parent meetings and provide families with information and an opportunity for feedback. The school will provide newsletters with information and academic support strategies for parents.

Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. Section 6318[e][3])

- The school will use and provide parents access to Talking Points and the Synergy Communication portal to facilitate parent communication.

To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. Section 6318[e][4])

- The school will collaborate with the on-site Welcome Center to assist families in connecting with school resources and activities.

Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. Section 6318[e][5])

- The school will use Synergy, Talking Points, and School Messenger to disseminate information to families. Translation services will be provided as needed.

Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. Section 6318[e][14])

- Monthly Parent Meetings, annual Back to the Nest, and Parent Lunch Days are available to our communities.

Responsibilities of the Parents:

The Parents/Guardians agree to the following responsibilities to increase their student's academic success: Communicate with teachers, administrators, and counselors regarding concerns. Attend school events and meetings or access archived materials to keep updated on student progress and school initiatives.

Responsibilities of the Teachers:

The school shall address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following (20 U.S.C. Section 6318[d][2]):

Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. Section 6318[d][2][A])

- Educational Partners should attend Back to School Night, Monthly Parent Meetings, Academic Meetings (504/IEP), and Open House.

Frequent reports to parents on their children's progress. (20 U.S.C. Section 6318[d][2][B])

- **Semester 1:**
 - Progress Report #1: September 2025
 - Progress Report #2: October 2025
 - Progress Report #3: November 2025
 - Semester 1 Final Grades: December 2025
- **Semester 2:**
 - Progress Report #1 February 2026
 - Progress Report #2 March 2026
 - Progress Report #3 May 2026
 - Semester 1 Final Grades: May 2026

Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. Section 6318[d][2][C])

- The school encourages families to volunteer and attend school activities. Families can contact our school secretary to begin the volunteer process.

Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. Section 6318[d][2][D])

- The school will use Talking Points and Synergy Mail to facilitate parent communication. Talking Points has embedded translation services.

This compact was adopted by the Laguna Creek High School on September 25, 2025, and will be in effect for the 2025-2026 School Year.

The school will distribute the compact to all parents of students participating in the Title I, Part A program on, or before: September 25, 2025.

IX. LINK TO EGUSD PARENT & STUDENT HANDBOOK

For EGUSD policies pertaining to Education Code related to discipline; Americans with Disabilities Act; Non-Discrimination, Harassment and Bullying policies; Title IX policies, Uniform Complaint Procedures; Student Responsibilities, Rights and Expectations; Parent/Guardian Responsibilities, and more, please use this link: [2026-2027 EGUSD Parent and Student Handbook](#)

Laguna Creek High School welcomes those with disabilities to participate fully in the programs, services and activities offered to students, parents, guardians and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, please contact Laguna Creek High School Administration, 916.683.1339, at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. [Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132).]