



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



STUDENT/PARENT HANDBOOK

2023-2024

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Laguna Creek High School Administration

Mark Benson, Principal
Niki Beam, Vice Principal
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Kelly Henschel, Vice Principal
Sandi Peterson, Teacher in Charge

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 2023-2024 School Year. I am excited about the start of another school year. Our staff is looking 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. This year, LCHS staff is working toward the Western Association of Schools and Colleges (WASC) and International Baccalaureate Programmes (MYP & DP) evaluation visit in November. The WASC and IB evaluation process is a multi-year processes and provides schools an opportunity to enhance educational experiences for kids. Although the formal visit is this November, we began the process in Summer of 2022 and are well positioned for success in November.

Student Handbook:

Our current student handbook is located on our [website](#). The handbook includes essential school information and an acknowledgment page that should be signed and returned to your student's advocacy teacher.

Student Schedules Pick Up

We are hosting our annual *Back to the Nest* events on August 8 (Sophomores & Seniors) and August 9 (Freshman & Juniors). *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 first Thursday of each month between 9-10 am. During these meetings, I present information on important educational topics and provide time for parent feedback and 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 - Keep Informed


All major school events are posted regularly on our school's calendar on our website, <http://lchs.egusd.net/>. I will send the **Cardinal Connection** weekly newsletters via email to inform you about events and the great things Laguna Creek students accomplish and provide school updates. Reading the weekly newsletters, school website, Facebook, Instagram, and Synergy emails are the best ways to stay up-to-date on all that is happening at Laguna Creek High School. It is essential for you to provide us with a working email to 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. Any event changes will be communicated to our community.

Facility Enhancements

Our wonderful 43 acres have been going through facility improvements the past few summers. Additional work is scheduled for this school year, and we are working closely with our facilities team to mitigate any disruption. We are excited for the modernization work and look forward to the improvements.

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

In partnership,



Principal Laguna Creek H.S.

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

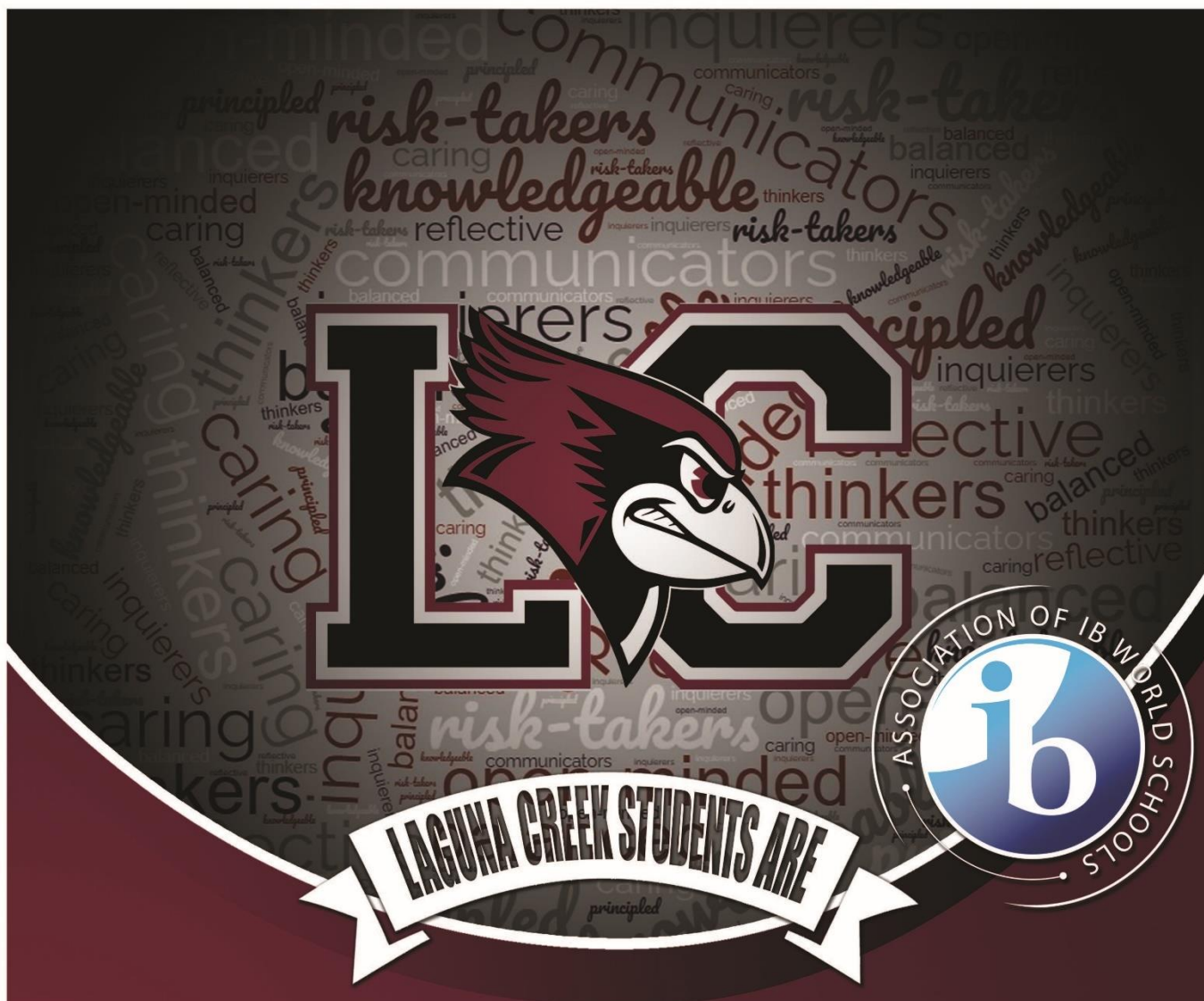
Integrity

- 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

[2023-2024 LCHS Bell Schedules](#)

IMPORTANT DATES

Semesters

First Semester: August 10, 2023 – December 15, 2023

Second Semester: January 3, 2024 – May 24, 2024

Holidays and Breaks – No School, Offices Closed

Labor Day – September 4, 2023

Veteran's Day (recognized) – November 10, 2023

Thanksgiving Break – November 20-24, 2023

Winter Break – December 18, 2023-January 2, 2024

Martin Luther King, Jr. Day – January 15, 2024

Lincoln's Day – February 12, 2024

President's Day – February 19, 2024

Spring Break – March 18-22, 2024

Memorial Day – May 27, 2024

Juneteenth Day – June 19, 2024

Minimum Days

Staff Workshop – September 12, 2023

Semester I Progress Report – October 6, 2023

Staff Workshop – October 24, 2023

End of Semester I Final Exams – December 12-15, 2023

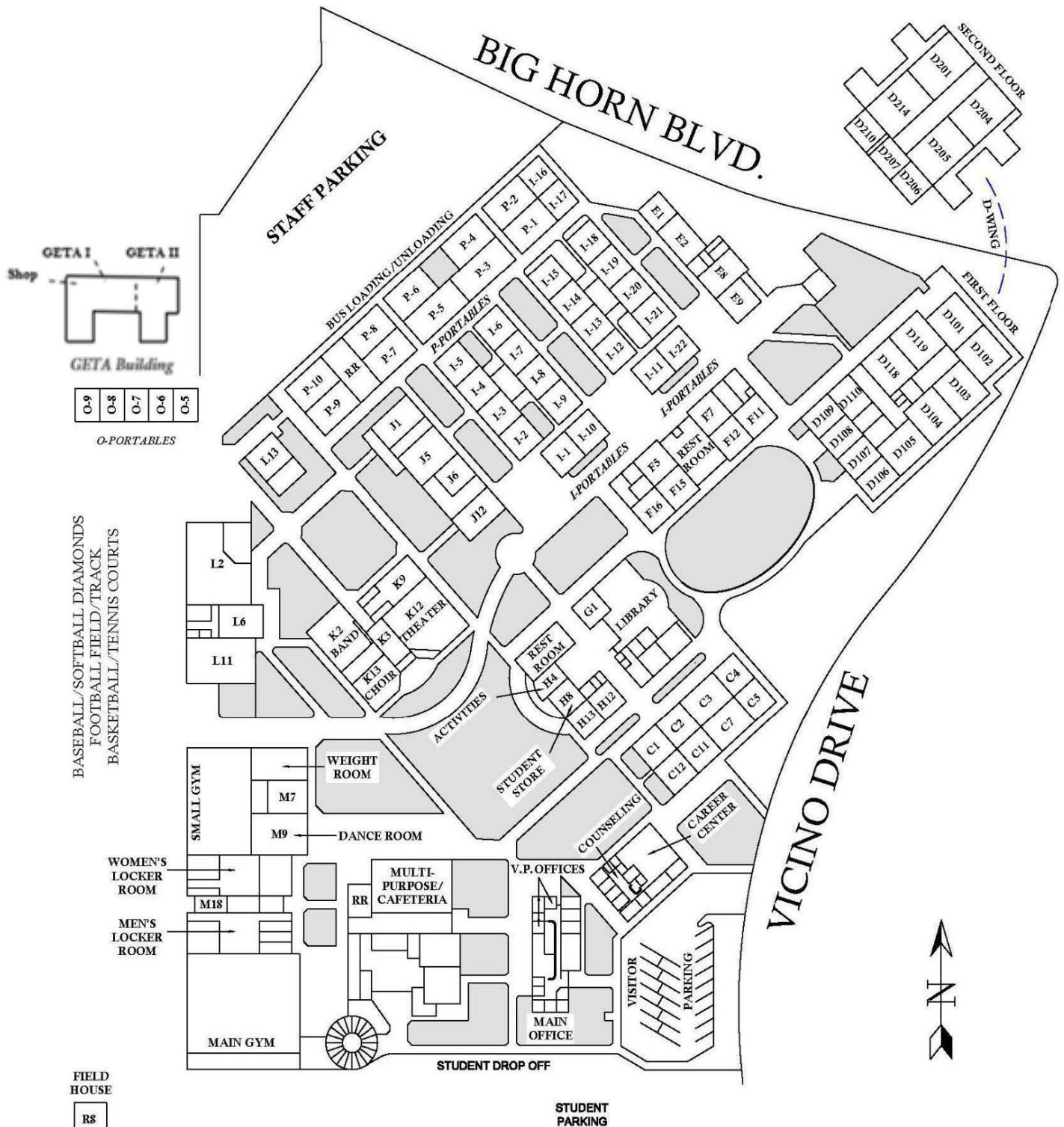
Staff Workshop – January 30, 2024

Semester II Progress Report – March 8, 2024

Staff Workshop – March 26, 2024

Graduation Day – May 20, 2024

End of Semester II Final Exams – May 21-24, 2024



Laguna Creek High School

9050 Vicino Dr.

Elk Grove, CA 95758

Table of Contents

I. Laguna Creek Region International Baccalaureate Programme	1
Laguna Region Access & Admission Policy.....	4
Document Review	4
Laguna Creek Region Inclusion Policy.....	4
Rights and Responsibilities of the School Community	4
Process for Inclusive Access Arrangements for DP Assessments	5
Document Review	5
References.....	5
Language Policy	5
Introduction	5
Philosophy	6
Language Profile.....	6
Aims	6
Support of Mother Tongue Languages.....	6
Support of the Language of Instruction.....	6
Support of Second Language Instruction	7
Policy Feedback and Review.....	7
Academic Integrity Policy	7
Purpose.....	8
Citation.....	8
Responsibilities of Students, Teachers, Parents, and Administration	8
Examples of Good Practice/Acting with Integrity	9
Definition of Academic Misconduct (Academic Dishonesty).....	9
Examples of Student Academic Misconduct and IB Penalty Matrices	10
Procedures for Reporting, Recording, and Monitoring of Academic Integrity Issues	10
Rights of the School Community	10
Consequences	10
Document Review	11
Resources	11
Assessment Policy	11
Philosophy	11
Types of Assessment.....	12
MYP Assessment Criteria and Achievement Levels	13
Grading and Reporting Student Achievement	14

Expectations	14
Document Review	15
II. PROGRAMS, ACADEMIES AND PATHWAYS	15
Laguna Creek High School Academic Programs	15
International Baccalaureate Diploma Programme (IB)	16
Advancement Via Individual Determination (AVID)	17
Academy Programs	17
Green Energy Technology Academy (GETA)	17
Manufacturing Production Technology Academy (MPTA)	18
Sports Careers Academy (SCA)	18
Pathway Programs.....	18
Computer Science Pathway	18
Design Institute Pathway	19
III. Resources	19
Administration	19
Synergy.....	19
Cardinal Academic Time/Advocacy.....	19
Counseling.....	20
Grade Reporting	20
Library	20
Lost and Found – Two Locations	20
Student Store.....	21
Cafeteria	21
IV. EGUSD Graduation Requirements.....	21
Comprehensive High School Course Completion Requirements	21
Credit and Course Requirements for Comprehensive High School Students.....	21
Validating Experience	22
Credits for Teachers' Aides	22
Community Service (Service Learning) Requirements.....	22
Participation in Graduation Ceremony	22
Returning Students.....	22
IV. College Preparation and Admission Requirements.....	23
California State University (CSU) and University of California (UC)	23
University of California	23
California State University	23
University Partnerships	23
College Testing.....	24

Advanced Placement (AP) Exams.....	24
International Baccalaureate (IB) Exams	24
V. Student Activities	24
Athletics and Activities Participation	24
Academic Eligibility	24
Student-athletes who represent an EGUSD school in any athletic competition must meet the following requirements:	24
Clubs	25
VI. POLICIES & PROCEDURES	26
Attendance	26
Absence and Late Arrival Procedures	27
Early Dismissal Procedure and Leave of Grounds Procedure	27
Makeup Work.....	28
Tardy Policy for Unexcused Late Arrivals.....	28
Truancy and/or Excessive Excused Absences – Attendance Improvement Program	28
1 st Attendance Letter	28
2 nd Attendance Letter	29
Knock and Talk/Home Visit.....	29
3 rd Attendance Letter	29
Conflict Management.....	29
Identification Cards	29
Associated Student Body (ASB) Cards	29
Health Office	30
Parking Lot Regulations	30
Automobile Searches.....	31
Visitation Procedures.....	31
Cell Phones and Other Electronic Devices	31
Parent/Guardian Liability	32
Change of Student Information	32
Food Sales	32
Fire Drill Instructions.....	32
Deliveries	33
Leaving School at Lunch Time	33
Hall Pass Policy	33
Returned Checks.....	33
VII. Standards of Conduct.....	33
PBIS Program.....	33

Tier 1	33
Tier 2	33
Library Use	34
Library Materials and Textbook Use	34
Technology and Internet Access	35
Vandalism	35
Security	35
Bicycles/Skateboards	35
EGUSD Bus Use	35
Hydration Station	36
Graffiti	36
Off-Limit Areas	36
Public Display of Affection	36
Dress Code	36
VIII. Link to EGUSD Parent & Student Handbook	37

I. LAGUNA CREEK REGION INTERNATIONAL BACCALAUREATE PROGRAMME

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, lifelong learners. The IB Programme allows 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 their interest or take the series of courses toward completing the full Diploma Programme (see description in section II. Programs, Academies and Pathways).

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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**

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
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
<p><i>Inquiry Focus: How can students demonstrate organization skills?</i></p> <p>Description: Managing time and tasks effectively</p> <ol style="list-style-type: none"> 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 	<p><i>Inquiry Focus: How can students be reflective?</i></p> <p>Description: Considering the process of learning; choosing and using ATL skills</p> <ol style="list-style-type: none"> 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 	<p><i>Inquiry Focus: How can students manage their own state of mind?</i></p> <p>Description: Managing state of mind</p> <p><u>Mindfulness</u></p> <ol style="list-style-type: none"> 1. Practice focus and concentration 2. Practice strategies to develop mental focus and to overcome distractions 3. Practice being aware of body*mind connections <p><u>Perseverance</u></p> <ol style="list-style-type: none"> 4. Demonstrate persistence and perseverance 5. Practice delaying gratification <p><u>Emotional management</u></p> <ol style="list-style-type: none"> 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 <p><u>Self-motivation</u></p> <ol style="list-style-type: none"> 10. Practice analyzing and attributing causes for failure 11. Practice managing self-talk and positive thinking <p><u>Resilience</u></p> <ol style="list-style-type: none"> 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
<p><i>Inquiry Focus: How can students think critically?</i></p> <p>Description: Analyzing and evaluating issues and ideas</p> <ol style="list-style-type: none"> 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 	<p><i>Inquiry Focus: How can students be creative?</i></p> <p>Description: Generating novel ideas and considering new perspectives</p> <ol style="list-style-type: none"> 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 	<p><i>Inquiry Focus: How can students transfer skills and knowledge among disciplines and subject groups?</i></p> <p>Description: Utilizing skills and knowledge in multiple contexts</p> <ol style="list-style-type: none"> 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. All students are strongly encouraged to challenge themselves further through enrollment in Honors, Advanced Placement, an/or International Baccalaureate (IB) courses. Successful completion of Honors/AP/IB courses may result in extra grade point calculations on the student's GPA and in earning college-credit upon successful performance on AP/IB 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 take an IB Diploma Programme pathway may choose to do so. Students wishing to enter into the IB Diploma Programme are given information regarding the rigorous program requirements to ensure appropriate placement and academic success. Our IB Counseling Staff and DP Coordinator 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 and the DP Coordinator(s) can access copies of any 504 plans and/or Individual Education Plans (IEP) for any IB student seeking accommodations.
3. The DP Coordinator(s) 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 Coordinator(s) aware of any necessary accommodation or modification of examination prior to assessment registration. The IB DP Coordinator(s) 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 Coordinator(s) 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

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* 3). This policy has been developed to define and clarify expectations for students, staff, and parents so that misconduct can be prevented.

Purpose

- To maintain **fairness**. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement.
- To maintain **trust** and credibility. All stakeholders must be accountable for the validity of the the assessment process.
- To develop **respect** for others. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice, it is expected that information is appropriately acknowledged. (*Academic Integrity Policy* 5)

Citation

According to the IB, "An authentic piece of work is one that is based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student's own language, expression and ideas. Where the ideas or work of another person are represented within a student's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas of the work must be fully and appropriately acknowledged... When using the words of another person, it must become habitual practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified, along with the quotation, and not reside in the bibliography alone."

- *Modern Language Association* (MLA) citation is commonly utilized in the Laguna Creek Region.

Responsibilities of Students, Teachers, Parents, and Administration

- The student is expected to:
 - complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities and give credit to used sources in all work submitted;
 - report any acts of student academic misconduct in courses and during examinations to their teachers and/or programme coordinators;
 - follow the EGUSD Acceptable Use Policy and show a responsible use of the internet and associated social media platforms;
 - refrain from using non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing website;
 - not give undue assistance to peers in the completion of their work.
- Teachers and staff are expected to:
 - have a full understanding of all expectations outlined in this policy;
 - ensure that students have a full understanding of the expectations and citation guidelines of all subjects
 - ensure that students understand what constitutes academic misconduct and its possible consequences
 - plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations;
 - ensure that all student work is appropriately labeled and saved to avoid any error when submitting assessment to the IB;
 - develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion (LCHS)
 - report student academic misconduct or school maladministration and support the school's and IB's investigations.
- Parents/Guardians are expected to:

- understand and support their student's understanding of IB and school policies and procedures in regard to subject courses and assessments;
- support their student in planning a manageable workload so that they may effectively demonstrate time management skills;
- understand what constitutes student academic misconduct or school maladministration and its consequences;
- report any potential cases of student misconduct or school maladministration to the school's administration or IB programme coordinator;
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their student;
- refrain from giving or obtaining assistance in the completion of work to their student; and
- read and sign the acknowledgement page of the Student Handbook at the beginning of the year
- School Leadership Team and Coordinators are expected to:
 - ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions of academic misconduct;
 - ensure that teachers, students and parents and legal guardians have a copy, read, and understand the school's academic integrity policy and IB regulations;(posted on school website)
 - establish a yearly "Academic Calendar" with clearly listed deadlines of DP internal and external assessments;
 - report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB; and
 - supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

Examples of Good Practice/Acting with Integrity

- Always act with honesty and in a responsible and ethical manner.
- Don't try to gain an unfair advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone.
- Stand up for what is right - alert a staff member if you suspect that someone has cheated.
- Take responsibility for your own actions and their consequences.
- Be mindful of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.
- Familiarize yourself with the school's rules and ensure that you understand what academic integrity means and consists of.
- Always reference and cite other people's work that you have used in your assignments.
- Try to overcome procrastination and manage your time wisely to avoid stress-induced, last-minute work which increases the likelihood of cheating. ("Ten tips for acting with integrity.")

Definition of Academic Misconduct (Academic Dishonesty)

"The IB defines **academic misconduct** as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components" (*MYP: From Principles into Practice* 95).

Academic misconduct includes:

- *plagiarism*—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement
- *collusion*—supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
- *duplication of work*—the presentation of the same work for different assessment components

Examples of Student Academic Misconduct and IB Penalty Matrices

(Academic Integrity Policy 31-45)

Procedures for Reporting, Recording, and Monitoring of Academic Integrity Issues

1. The teacher investigates and collects evidence.
2. The teacher chooses to inform the appropriate Coordinator or to handle the matter individually. Teachers may choose the consequence within their own classrooms and grading systems.
3. If the teacher chooses to involve the coordinator, the coordinator examines the evidence that is presented by the teacher. If the evidence indicates that an IB assessment is involved, then the coordinator begins a formal investigation.
 - a. Parents are informed that an investigation is underway.
 - b. A meeting with the student and the teacher is scheduled. Students may include their parents in this meeting. The purpose of this meeting is to assess the student's actions and motivations.
 - c. Statements from the student and the teacher may be collected at this time.
 - d. The student's actions and motivations are compared with the school's Academic Honesty policy and with the relevant documents from IB.
4. The coordinator involved decides the outcome where IB assessment is involved and ensures the outcome is consistent with IB rules and regulations.
5. Parents will be informed of the outcome of any misconduct investigation, including the impact in the course and/or student's ability to earn the IB diploma.
6. Each incident will be recorded in the appropriate Coordinator's files regarding that student and, documented in Synergy, along with any follow-up required by IB.

Rights of the School Community

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

Consequences

- The teacher and/or administration will handle incidents of misconduct according to the HEMS and LCHS school handbooks and/or district policy.

The consequences for Academic Dishonesty are progressive:

- 1st Offense: If a student violates the Academic Integrity Policy, the student will receive a zero for the entire assignment or test, parents will be notified by the teacher, and an academic dishonesty notation will be made in the student's Synergy record. Other consequences as noted below could apply to any violation.
- 2nd Offense: The student will receive a zero for the entire assignment or test; the teacher will contact the parent, add an academic dishonesty notation to the student's Synergy record, and notify administration. The student will be placed on the "No Activities List" for one week.
- 3rd Offense: The student will receive a zero for the entire assignment or test; the teacher will contact the parent, add an academic dishonesty notation to the student's record, and notify administration. The student will be placed on the "No Activities List" for two weeks.

For International Baccalaureate Diploma Programme students:

- 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.
- 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 who is investigated for academic misconduct more than once will have a school disciplinary record. When students apply for college the existence of such a record is shared with the colleges to which a student applies.

Document Review

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

Resources

"Academic Honesty in the Diploma Programme." IBO. 2014. Pamphlet.

Academic Honesty in the IB Education Context. IBO. 2014.

Academic Integrity Policy. IBO. 2019.

"Ten tips for acting with integrity." IBO. 2022.

DP: From Principles to Practice. IBO. 2010.

MYP: From Principles to Practice. IBO. 2014.

"Academic Honesty Policy." Bloomfield Middle School.

---.Claremont High School.

---. Mira Loma High School.

Assessment Policy

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

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 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 Diploma Programme (IB)



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.

International Baccalaureate (IB) Programme Course Overview

IB 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	

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 year, complete each of the core components as well as demonstrate their knowledge through the end of course assessments to qualify for the full diploma. Students not completing the full diploma may take any course as a stand-alone.

Group 1: Studies in Language and Literature <ul style="list-style-type: none"> English A: Language and Literature HL/SL 	Group 2: Language Acquisition B <ul style="list-style-type: none"> French B SL Japanese B SL Spanish B SL
Group 3: Individuals and Societies <ul style="list-style-type: none"> History of the Americas HL/SL Global Issues SL (elective) 	Group 4: Experimental Sciences <ul style="list-style-type: none"> Biology HL/SL Chemistry HL/SL
Group 5: Mathematics <ul style="list-style-type: none"> Math Analysis & Approaches HL/SL 	Group 6: Visual & Performing Arts <ul style="list-style-type: none"> Dance HL/SL

<ul style="list-style-type: none"> Math Applications & Interpretations SL 	<ul style="list-style-type: none"> Music SL Visual Arts HL/SL <p>Students may elect for two sciences instead of selecting an art.</p>
<p>Core Components</p> <ul style="list-style-type: none"> Theory of Knowledge course Creative, Activity and Service <ul style="list-style-type: none"> Extended Essay <p>Must complete all three components</p>	

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> | <u>Product Innovation and Design</u> |
|-------------------------------|--------------------------------------|
| • Manufacturing Fundamentals | • Product Innovation Fundamentals |
| • Advanced Manufacturing 1 | • Product Innovation & Design 1 |
| • Advanced Manufacturing 2 | • Product Innovation & Design 2 |
- Design & Manufacturing

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: 9th and 10th grade = 20 hours and 11th and 12th grade = 25 hours, each year. 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

Tardiness to class is disruptive to the educational process and negatively impacts the classroom environment, as well as individual student success. All students are expected to be in their assigned seat before the bell rings for each class period. A strict late/tardy policy is in place.

- Students arriving late without a note from a parent/guardian or phone call prior to arrival must stop to collect a late ticket from one of the kiosk locations on campus. A tardy mark, "L", will be entered in the student's Synergy attendance record. Students with a late ticket will present it to the teacher upon arrival to gain entry to class.
- Students arriving late with a medical note, parent/guardian note, or whose parent/guardian has called the office should stop in the attendance office for a pass to class.
- Students who accumulate 5 or more tardies are placed on the No Activities/No Go list. Students on the No Go List will not be allowed to participate in athletic practices or attend extracurricular/ASB events. Students may clear tardies by attending tutoring (will clear 3 tardies from the No Go List), serve detention (will clear 3 tardies from the No Go List) or attend Saturday School (will clear 20 tardies from the No Go List).
- Students arriving more than 30 minutes late will be marked with "B" in the student's Synergy attendance record and may be subject to disciplinary consequences for the unexcused late arrival.
- Parents must call the Attendance Office at 916.683.1339 prior to the student's arrival when arriving late. Calls received after the student arrives are not able to clear the late arrival.

Students who wish to determine how many tardies need to be cleared may check the following:

- In StudentVUE, count how many "Ls" or "Bs" are listed in attendance.
- Stop by the Vice Principals' office and ask a staff person.
- The detention schedule varies and may be verified in the Vice Principals' Office.
- It is the student's responsibility to be knowledgeable of the total tardies and when detention should be served.

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 minim 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 withing 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 at a replacement cost of \$5.00. Students should pay the \$5 cost at the Student Store or online in the Webstore, and take their receipt to the Library to collect their replacement ID Card.

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. 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: [EGUSD Parent and Student Handbook - English](#)