

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-2017 School Year
Published During 2017-2018

For: Laguna Creek High School

Address: 9050 Vicino Dr, Elk Grove, CA 95758

Principal: Doug Craig

Phone: (916) 683-1339

Grade Span: 9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

District Contact Information (School Year 2017-2018)

District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Web Site	www.egusd.net
Superintendent	Christopher R. Hoffman
E-mail Address	choffman@egusd.net

School Contact Information (School Year 2017-2018)

School Name	Laguna Creek High School
Street	9050 Vicino Dr
City, State, Zip	Elk Grove, CA 95758
Phone Number	(916) 683-1339
Principal	Doug Craig
E-mail Address	dcraig@egusd.net
Web Site	http://lchs.egusd.net
County-District-School(CDS) Code	34673143430592

School Description and Mission Statement (School Year 2017-2018)

Laguna Creek High School, Making Great Things Possible!

As we enter 2018, 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. Accomplishing this mission supports our district's mission to provide a learning community that challenges ALL students to realize their greatest potential. We are currently in a candidate phase with Harriet Eddy Middle School to become authorized to teach the IB Middle Years Programme for grades 7-10 and look to be authorized sometime in 2017-18.

Laguna Creek High School provides students with many excellent academic and extra-curricular opportunities which empower students to succeed. We have designed our academic program to support achievement through:

- Personalized instruction via extended learning periods, three career academies, and two pathways;
- High academic standards, which include model enrollment requirements in a second year of world language, visual and performing arts, and community service;
- Academic guidance and skill enhancement through our school-wide Advocacy Program;
- Comprehensive athletic and extracurricular programs;

Laguna Creek High School is the only EGUSD high school to offer the International Baccalaureate Diploma Programme. The IB Diploma Programme provides Laguna Creek juniors and seniors with the most rigorous and relevant curriculum available to high school students.

Our academic programs support our district's goals:

- 100% of students will demonstrate proficiency in core academic areas
- 100% of students will be college or career ready

We expect all students to meet high academic and behavioral standards. In order to maintain a safe environment focused on learning, Laguna Creek High School has a zero tolerance policy toward weapons, violence, and drugs. LCHS has also implemented a positive behavior program (PBIS) - "Be Cardinal RED" (Respectful, Engaged, and Dedicated) - to support student learning.

Doug Craig, Principal
Laguna Creek High School

Student Enrollment by Grade Level (School Year 2016-2017)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	472
Grade 10	444
Grade 11	451
Grade 12	435
Ungraded Secondary	33
Total Enrollment	1835

School Enrollment by Student Group (School Year 2016-2017)

Student Group	Percent of Total Enrollment
Black or African American	17.90%
American Indian or Alaska Native	0.50%
Asian	17.20%
Filipino	6.70%
Hispanic or Latino	23.90%
Native Hawaiian or Pacific Islander	1.40%
White	24.80%
Two or More Races	7.70%
Socioeconomically Disadvantaged	46.80%
English Learners	6.00%
Students with Disabilities	
Foster Youth	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2015-2016	School 2016-2017	School 2017-2018	District 2017-2018
With Full Credential	87	91	94	3105
Without Full Credential	0	0	0	17
Teaching Outside Subject Area of Competence (with full credential)	3	4	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-2016	2016-2017	2017-2018
Misassignments of Teachers of English Learners	1	2	0
Total Teacher Misassignments*	4	6	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2017-2018)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: August 15 and September 5, 2017

Year and month in which data were collected: August 15, 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Reading Writing Workshop units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd-6th: <i>Literature Anthology, Reading Writing Workshop, Your Turn Practice Book, Close Reading Companion</i> . Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition Adopted EGUSD 2017	No	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition Adopted EGUSD 2003	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins ©2013 Adopted EGUSD 2015 12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins ©2016 Adopted EGUSD 2017	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Cambridge University Press © 2009 Adopted EGUSD 2010 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2012; Adopted EGUSD 2016 <i>Bedford Introduction to Literature</i> , Bedford/St.	Yes	0

	Martins © 2016 Adopted EGUSD 2017		
Mathematics	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>CA GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th – Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015 <i>Integrated Math 1</i> Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
	9th-12th <i>Algebra 2</i> , McDougal/Littell © 2001; Adopted EGUSD 2002 <i>Trigonometry 5th Edition, Precalculus with Limits</i> © 2005, McDougal/Littell; Adopted EGUSD 2006 Elementary Statistics Glencoe/McGraw Hill © 2006; <i>Integrated Math 1, Integrated Math 2, Integrated Math 3</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2016	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus</i> 8th edition McDougal Littell © 2006 Adopted EGUSD 2012 <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition, <i>Standard Level Mathematics, Higher Level Mathematics</i> , Pearson © 2012; Adopted EGUSD 2012 <i>Calculus</i> 7th edition, McDougal Littell © 2002 Adopted EGUSD 2002	Yes	0
Science	All 2-12 Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0

California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Literature Big Book Package 1st - Unit Big Book Package 2nd - 5th - Student Edition Adopted EGUSD 2008	Yes	0
Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Earth Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2008	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<p><i>Biology: Dynamics of Life</i>, © 2000, <i>Physics: Principles and Problems</i> © 1999, McGraw Hill, <i>Modern Chemistry</i>, <i>Modern Biology</i>, HRW © 1999; Adopted EGUSD 2000</p> <p><i>Agriscience & Technology</i> © 1998, Delmar/Thompson, <i>Essentials in Geology</i>, Prentice Hall © 2000; Adopted EGUSD 2001</p> <p><i>Astronomy Today</i>, Prentice Hall © 2002; Adopted EGUSD 2002</p> <p><i>Agriscience: Fundamentals & Applications</i>, Prentice Hall © 2002; Adopted EGUSD 2004</p> <p><i>Criminalistics</i>, Prentice Hall © 2004, <i>Environmental Science</i>, McGraw Hill © 2005; <i>Fundamentals of Anatomy & Physiology</i> © 2006, Prentice Hall; <i>Modern Biology</i> © 2006, HRW; Adopted EGUSD 2006</p> <p><i>Foundations in Microbiology</i>, McGraw Hill, © 2005, <i>Earth Science</i>, Prentice Hall © 2006; Adopted EGUSD 2008</p>	Yes	0
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<p>AP Courses: <i>Biology by Campbell</i>, Pearson © 2011; Adopted EGUSD 2012</p> <p><i>Chemistry: A Molecular Approach</i>, Pearson © 2014; Adopted EGUSD 2013</p> <p><i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p>	Yes	0
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<p>IB Courses:</p> <p><i>College Physics, 9th Ed.</i>, Cengage © 2012; Adopted EGUSD 2014</p> <p><i>Higher Level Biology, 2nd Ed.</i>, Pearson © 2014;</p> <p><i>Standard Level Chemistry, 2nd Edition</i>, Pearson © 2014; <i>Higher Level Chemistry, 2nd Edition</i>, Pearson © 2014; Adopted EGUSD 2015</p> <p>Supplemental for English Learners:</p>	Yes	0

	<i>Concepts and Challenges in Earth Science</i> , Pearson/Globe Fearon © 2003 Adopted EGUSD 2008		
History-Social Science	All 1-12 History-Social Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Our World: Now and Long Ago, California Big Book 1st - <i>A Child's View</i> 2nd - <i>People We Know</i> 3rd - <i>Our Community</i> 4th - <i>California: A Changing State</i> 5th - <i>The United States: Making a Nation</i> Adopted EGUSD 2007	Yes	0
Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History</i> Adopted EGUSD 2007	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World Geography and Cultures, Understanding Psychology</i> , Glencoe © 2008, <i>Modern World History - Patterns of Interaction</i> , McDougal Littell© 2006, <i>American Anthem- Modern American History</i> , HRW © 2007, <i>Magruder's American Government</i> © 2006, <i>Economics - Principles in Action</i> © 2007, Prentice/Pearson; Adopted EGUSD 2008	Yes	0
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth; Adopted EGUSD 2016 <i>Krugman's Economics</i> © 2015, <i>America's History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>20th Century World History</i> © 2009, Oxford University Press; Adopted EGUSD 2012 <i>History of the Americas</i> © 2015; Adopted EGUSD 2017	Yes	0
	Supplemental for English Learners <i>World Geography & Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008	Yes	0
Foreign Language	All 7-12 World language books are provided one		

	per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<p><i>Adventures in Japanese III</i>, Cheng & Tsui, © 1998; Adopted EGUSD 2000</p> <p><i>Realidades I, II, III, IV</i>, Pearson © 2014, <i>Bien dit! I, II, III</i>, HMH © 2013, <i>Intrigue 3rd Ed.</i>, Pearson © 2011, <i>Deutsch Aktuell I, II, III</i>, EMC-Paradigm, © 2010, <i>Haruichiban and Ginga</i>, Kisetsu, © 2014; Adopted EGUSD 2014</p> <p><i>Genki II</i>, Japanese Times © 2011; Adopted EGUSD 2017</p>	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>AP Courses: <i>Abriendo Puertas</i>, McDougal Littell © 2003; Adopted EGUSD 2002</p> <p><i>Kaleidoskop</i>, Houghton Mifflin © 2007; Adopted EGUSD 2006</p> <p><i>Yookoso!</i>, McGraw-Hill © 2006; Adopted EGUSD 2007</p> <p><i>Temas</i>, Vista Higher Learning © 2014, <i>Intrigue 3rd Ed.</i>, Pearson © 2011; Adopted EGUSD 2014</p>	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>IB Courses: <i>Adventures in Japanese III</i>, Cheng & Tsui © 1998; Adopted EGUSD 2000</p> <p><i>Yookoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007</p> <p><i>Manana, LeMonde de Francais</i>, Advanced Materials © 2011; Adopted EGUSD 2012</p> <p><i>Abriendo pasa Grammatica</i>, Pearson © 2014; Adopted EGUSD 2012</p>	Yes	0
Visual and Performing Arts			
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	<p>7th-8th: <i>Exploring Visual Design</i>, Davis ©2000; <i>Exploring Theatre</i>, McGraw-Hill © 1997; Adopted EGUSD 2000</p>	Yes	0
	<p>9-12th: <i>Jazz Dance Today</i> © 1994, West Publ., <i>Photographic Eye</i>, Davis Publ, © 1995, <i>Playing Contemporary Scenes</i>, Merwetter © 1996, <i>Play Production Today</i>, Nat'l © 1996, <i>Choreography</i>, Human Kinetic © 1997, <i>Dance – the Art of Production</i>, Princeton © 1998; Adopted EGUSD 1999</p> <p><i>Make It In Clay</i>, McGraw Hill © 2000, <i>Black and White Photography</i>, Delmar © 2002, <i>Hands in Clay</i>, McGraw Hill © 2004, <i>Art Talk</i>, Glencoe, © 2005, <i>The Stage & The School</i>, McGraw Hill © 2005, <i>A Sense of Dance</i>, Human Kinetic © 2005; Adopted EGUSD 2004</p>	Yes	0

	<p><i>The Visual Experience</i>, Davis © 2005; Adopted EGUSD 2006</p> <p><i>Exploring Painting</i>, Davis © 2003, <i>Theatrical Design & Production</i>, McGraw Hill, © 2005, <i>Art in Focus</i>, Glencoe © 2006; Adopted EGUSD 2007</p>		
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>AP Courses: <i>Art Context & Criticism</i>, Brown & Benchmark © 1996 Adopted EGUSD 1999 <i>Music in Theory & Practice</i>, Glencoe © 2003, Adopted EGUSD 2002 <i>Gardner's Art Through the Ages</i>, Thomson/Wadsworth © 2005; Adopted EGUSD 2005</p>	Yes	0
Health	All 9-12 Health books are provided one per student.		
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p><i>Health</i>, Glencoe © 2004 Adopted EGUSD 2004</p>	Yes	0
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.		

School Facility Conditions and Planned Improvements (School Year 2017-2018)

Laguna Creek High School has 62 classrooms, 5 computer labs, a black box theatre, a weight room, a main gym, an auxiliary gym, a dance room, a multipurpose room, a library, a career center, a counseling center, and an administration building. The main campus was built in 1994. 5 portable classrooms were added in 1997 for growth with 10 more being added in 2000. The campus has two baseball fields, two softball fields, a field house with athletic lockers, and new in 2018 an all-weather turf field and track paid for with Measure M money.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2017-2018)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report : 9/29/2017

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

Overall Facility (School Year 2017-2018)

Year and month of the most recent FIT report: 9/29/2017

	Exemplary	Good	Fair	Poor
Overall Rating	x			

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

With the passing of Measure M, Laguna Creek High School will see modernization projects over the next several years. During the 2017-18 school year, the main project is the completion of an artificial turf football/soccer field with an all-weather track.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students (School Year 2016-2017)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
English Language Arts/Literacy (grades 3-8 and 11)	62%	61%	52%	54%	48%	48%
Mathematics (grades 3-8 and 11)	31%	33%	42%	44%	36%	37%

Note: Percentages are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2016-2017)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	431	424	98.38	61.08
Male	208	203	97.6	57.14
Female	223	221	99.1	64.71
Black or African American	68	66	97.06	46.97
American Indian or Alaska Native	--	--	--	--
Asian	82	82	100	70.73
Filipino	34	33	97.06	78.79
Hispanic or Latino	107	106	99.07	47.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	93	97.89	70.97
Two or More Races	34	33	97.06	75.76
Socioeconomically Disadvantaged	198	192	96.97	49.48
English Learners	43	42	97.67	16.67
Students with Disabilities	42	40	95.24	7.5
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2016-2017)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	430	421	97.91	32.78
Male	208	202	97.12	32.67
Female	222	219	98.65	32.88
Black or African American	68	66	97.06	25.76
American Indian or Alaska Native	--	--	--	--
Asian	82	82	100	46.34
Filipino	34	33	97.06	45.45
Hispanic or Latino	107	105	98.13	21.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	94	92	97.87	36.96
Two or More Races	34	32	94.12	31.25
Socioeconomically Disadvantaged	197	189	95.94	23.81
English Learners	43	42	97.67	7.14
Students with Disabilities	42	39	92.86	2.56
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
Science (grades 5, 8, and 10)	58%	52%	63%	63%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2017-2018)

Career Technical Education (CTE) provides opportunities for LCHS students to prepare for college, career and life through a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around student support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Guidance/career counselors and advisers offer additional support. In weekly Advocacy for example, classes at each grade level focus on achieving the outcomes described in the EGUSD Graduate Profile. Lessons include transcript review, college readiness, A-G completion, course selection, Academy applications, college admissions, and how to access resources within the school and surrounding community. LCHS is also in the process of establishing an International Baccalaureate Middle Year Program for 9-10-graders in partnership with our existing Diploma Program for 11-12th-graders.

LCHS offers the following programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA), High Quality Career Pathways (HQCP), and Explore CTE Programs. CPAs feature cohort scheduling in CTE and academic core classes, integrated projects, and work-based learning opportunities. HQCPs provide a two-to-three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. Explore CTE programs allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. CTE programs at LCHS also allow students to meet graduation requirements and complete A-G requirements through courses that incorporate state-adopted academic standards. In 2016-17, LCHS offered the following career technical education programs: Manufacturing Production Technology Academy (CPA), Sports Careers Academy (CPA), Green Energy Technology Academy (CPA), and Journalism Production. In 2017-18, Laguna Creek plans to offer a new pathway in Fashion Design. CTE programs at LCHS offer opportunities for student leadership development, including HOSA in the Sports Careers Academy and student leadership teams in both GETA and MPTA. In 2016-17, 24.4% of LCHS students completed a CTE pathway. Individual student assessment of work readiness skills in CTE programs takes place through End-of-course exams, such as National Association of Sports Medicine Personal Trainer Certification, OSHA 10 Certification, Woodwork Career Alliance Sawblade Safety, Red Cross First Aid and CPR, projects, and other means.

Career Technical Education Participation (School Year 2016-2017)

Measure	CTE Program Participation
Number of pupils participating in CTE	270
Percent of pupils completing a CTE program and earning a high school diploma	95.19%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	18.00%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2016-2017 Pupils Enrolled in Courses Required for UC/CSU Admission	98.09%
2015-2016 Graduates Who Completed All Courses Required for UC/CSU Admission	54.57%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2016-2017)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7			
9	16.9	24.5	35.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-2018)

We welcome parents and guardians on our campus and encourage them to stay connected to what is happening at Laguna Creek High School through using the web-based School Loop Program.

We welcome parental involvement through the following active groups: • PTSO that supports all student clubs and athletic teams • Concerned African American Parent (CAAP) • IB/World Scholars Parent Organization (IBPO) • Athletic Team Boosters • Band Boosters • School Site Council For more information, please contact our School Secretary at 683-1339.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Dropout Rate	3	2.1	2.4	4.8	4.9	4.1	11.5	10.7	9.7
Graduation Rate	95.14	95.99	94.85	89.7	89.87	91	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	School	District	State
All Students	91.15	91.12	87.11
Black or African American	88.51	84.87	79.19
American Indian or Alaska Native	100	73.91	80.17
Asian	95.52	95.76	94.42
Filipino	86.21	98.21	93.76
Hispanic or Latino	88.04	88.07	84.58
Native Hawaiian or Pacific Islander	100	94.19	86.57
White	92.31	93.01	90.99
Socioeconomically Disadvantaged	95.45	89.92	90.59
Two or More Races	92.23	91.41	85.45
English Learners	63.64	46.26	55.44
Students with Disabilities	66.67	66.2	63.9
Foster Youth	66.67	65.96	68.19

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
Suspensions	7.59%	6.92%	6.51%	4.78%	4.28%	4.72%	3.79%	3.65%	3.65%
Expulsions	0.1%	0.1%	0.1%	0.05%	0.04%	0.03%	0.09%	0.09%	0.09%

School Safety Plan (School Year 2017-2018)

In addition to 6 Campus Supervisors, LCHS employs a School Resource Officer in a partnership with the Sacramento County Sheriff's Department. Supervisors are staggered throughout the day to ensure supervision from 7:00 a.m. to 5:30 p.m. The Safety Plan was reviewed and modified in October, 2017. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, floods, etc., is kept in the school office. "Emergency Flipcharts" are in every classroom and non-teaching space on campus. Emergency procedures are also included in substitute packets. Security staff monitors all after-school events, such as games and dances. The district's Police Services Department works closely with our school site to provide a safe and secure environment for all students. Visitors are required to check in through the Admin office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-2018)

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 3
Number of Schools Currently in Program Improvement	NA	12
Percent of Schools Currently in Program Improvement	NA	44.4

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014-2015 Number of Classes*			Avg. Class Size	2015-2016 Number of Classes*			Avg. Class Size	2016-2017 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	11	9	19	27	17	21	22	26	20	21	21
Mathematics	28	11	9	16	27	15	39	13	28	19	20	25
Science	30	7	7	15	30	13	11	35	28	15	17	29
Social Science	35	1	8	21	31	10	23	32	31	10	18	34

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-2017)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	367
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (paraprofessional)	1.25	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.65	N/A
Resource Specialist (non-teaching)	0	N/A
Other	12.5	N/A

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-2016)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,817	\$1,191	\$6,626	\$70,907
District	N/A	N/A	\$6,376	\$76,341
Percent Difference - School Site and District	N/A	N/A	3.85%	-7.38%
State	N/A	N/A	\$6,574	\$79,228
Percent Difference - School Site and State	N/A	N/A	0.79%	-11.08%

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

Types of Services Funded (Fiscal Year 2017-2018)

At our school, we have highly qualified staff to assist students with special learning needs. Our English Learners receive support in transitional classes, allowing them to access the core curriculum, and are placed in classes to learn English as needed. Gifted and Talented students participate in Honors courses, our International Baccalaureate Diploma Programme, and Advanced Placement courses. Students who need extra tutoring or homework help can receive departmental help from individual teachers or attend the volunteer staffed Tutoring Lounge. The school Library is open daily after school from 3:00 to 5:00 p.m. and the Career Center is open 3:00 to 4:30 p.m. Other special programs offered include: Manufacturing Production and Technology Academy, Business Careers Pathway, the Sports Sciences Career Academy, our Green Energy Technology Academy, and AVID. LCHS is in the authorization process of implementing an IB Middle Years Programme with Harriet Eddy MS beginning in 2017-18.

Teacher and Administrative Salaries (Fiscal Year 2015-2016)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,546	\$47,808
Mid-Range Teacher Salary	\$64,573	\$73,555
Highest Teacher Salary	\$90,983	\$95,850
Average Principal Salary (Elementary)	\$117,260	\$120,448
Average Principal Salary (Middle)	\$119,438	\$125,592
Average Principal Salary (High)	\$132,951	\$138,175
Superintendent Salary	\$301,969	\$264,457
Percent of Budget for Teacher Salaries	40.00%	35.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-2017)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	2	N/A
All courses	3	10.10%

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

* Where there are student course enrollments.

Course enrollments include only the number of K-12 public students enrolled in the class on "Census Day," a Wednesday in early October of the school year indicated. Since this data is collected on a single day in Fall, courses that are only offered later in the year will not be included on this report.

International Baccalaureate (IB) Courses (School Year 2016-2017)

Subject	Number of IB Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	3
Foreign Language	1
Mathematics	3
Science	2
Social Science	2
All courses	12

Course enrollments include only the number of K-12 public students enrolled in the class on "Census Day," a Wednesday in early October of the school year indicated. Since this data is collected on a single day in Fall, courses that are only offered later in the year will not be included on this report.

Professional Development

For 2017-2018, our school continues to have a professional development emphasis in the use of professional learning communities and culturally responsive teaching. Teachers attend weekly late start meetings in which students come to school one hour later. Teachers use this time to meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs. Our school also receives LCFF funding that provides money for teacher release days where they focus on evaluating and developing curriculum. We continue to have 4 collaborative MYP minimum days to work with HEMS. Teachers continue to be trained in IB methodology as we expand the number of staff trained to teach in the IB Diploma Programme and MYP Programme. Finally, the district offers a variety of classes for support staff. Para-educators, school secretaries, office assistants, and custodians may take classes that relate to their work such as learning computer skills, learning to work more efficiently, and learning ergonomically correct processes.

	2015-2016	2016-2017	2017-2018
School Days Dedicated to Staff Development	3	7	7