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California Department of Education
School Accountability Report Card

Reported Using Data from the 2023 - 2024 School Year
Published During 2024 - 2025

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For: Laguna Creek High School

Address: 9050 Vicino Dr, Elk Grove, CA 95758   **Phone:** 916-683-1339
Principal: Mark Benson   **Grade Span:** 9-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/

- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

 The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

 Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

 Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu.

About This School

District 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 2024 - 2025)

School Name	Laguna Creek High School
Street	9050 Vicino Dr
City, State, Zip	Elk Grove, CA 95758
Phone Number	916-683-1339
Principal	Mark Benson
E-mail Address	MaBenson@egusd.net
Web Site	http://lchs.egusd.net
Grade Span	9th Grade - 12th Grade
County-District-School(CDS) Code	34673143430592

School Description and Mission Statement (School Year 2024 - 2025)

With immense pride, I welcome you to the 24-25 School Year. I am excited about the start of another school year. Our staff looks forward to continuing to make great things possible for our students and community. I am eager to work with you as an education partner to support your child's success.

We are proud to be the only International Baccalaureate High School in EGUSD. We offer the IB Middle Years and Diploma Programmes and currently a Candidate School for the Career-related Programme (CP). Authorization for the CP is expected in Spring 2025.

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.

Breakfast with Benson
To help facilitate community dialogue, you 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 monthly Microsoft Teams link will be sent to connect to the meeting.

School Activities - Keep Informed
All major school events are posted regularly on our school's website, http://lchs.egusd.net/. I will email the Cardinal Connection weekly newsletters to inform you about events the great things Laguna Creek students accomplish and provide school updates. Reading the weekly newsletters, school website, Facebook, and Synergy emails are the best ways to stay current 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 families.

Student Enrollment by Grade Level (School Year 2023 - 2024)

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
Grade 9	491
Grade 10	559
Grade 11	511
Grade 12	558
Total Enrollment	2119

Student Enrollment by Student Group (School Year 2023 - 2024)

Student Group	Percent of Total Enrollment
Female	47.70%
Male	52.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	21.70%
Black or African American	13.50%
Filipino	7.70%
Hispanic or Latino	27.20%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	10.80%
White	17.40%
English Learners	8.30%
Foster Youth	0.30%
Homeless	1.10%
Migrant	0.10%
Socioeconomically Disadvantaged	43.40%
Students with Disabilities	14.10%

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair.

Teacher Preparation and Placement (School Year 2020 - 2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	86.50	88.78%	2617.20	92.08%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.90	2.04%	22.10	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	2.22%	44.70	1.57%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	2.66%	54.70	1.93%	12115.80	4.41%
Unknown/Incomplete/NA	4.10	4.27%	103.30	3.64%	18854.30	6.86%
Total Teaching Positions	97.40	100.00%	2842.20	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	87.50	84.40%	2737.20	90.11%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	24.80	0.82%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	1.77%	42.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.60	2.59%	72.10	2.37%	11953.10	4.28%
Unknown/Incomplete/NA	11.60	11.22%	161.10	5.30%	15831.90	5.67%
Total Teaching Positions	103.60	100.00%	3037.40	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022 - 2023)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	88.80	87.04%	2764.10	90.32%	231142.40	100.00%
Intern Credential Holders Properly Assigned	2.30	2.28%	41.30	1.35%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	2.57%	60.90	1.99%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	0.83%	70.40	2.30%	11746.90	4.23%
Unknown/Incomplete/NA	7.40	7.26%	123.40	4.03%	14303.80	5.15%
Total Teaching Positions	102.00	100.00%	3060.40	100.00%	277698	100%

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

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

Authorization/Assignment	2020 - 2021	2021 - 2022	2022 - 2023
Permits and Waivers	0.50	0.30	0
Misassignments	1.60	1.50	2.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.10	1.80	2.6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Credentialed Teachers Authorized on a Permit or Waiver	2.00	1.30	0.6
Local Assignment Options	0.50	1.30	0.1
Total Out-of-Field Teachers	2.50	2.60	0.8

Class Assignments

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.70%	2.1%	2.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.70%	0.5%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024 - 2025)

Year and month in which data were collected: September 3, 2024

Subject	Textbooks and Instructional Materials | Year of Adoption (Translation of textbook names available on request)		
Reading/Language Arts	**All English/Language Arts books K-12 are provided one per student.**	**From Most Recent Adoption?**	**Percent Students Lacking Own Assigned Copy**
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
California Wonders by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- *Your Turn Practice Book* 1st- *Literature Anthology units 1-4, Your Turn Practice Book* 2nd-6th: *Literature Anthology, Your Turn Practice Book* Adopted EGUSD 2016	Yes	0
CA StudySync by McGraw Hill, © 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	Yes	0
English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition *CA StudySync* by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - *Advanced Language & Literature*, Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - *Language of Composition*, Bedford/St. Martins © 2023 Adopted EGUSD 2023 12th - *Literature & Composition*, Bedford/St. Martins © 2022 Adopted EGUSD 2022	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: *Theory of Knowledge*, Oxford University Press © 2020 Adopted EGUSD 2020 *English A: Literature for the IB Diploma*, Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
Mathematics	**All Math books K-12 are provided one per student.**	**From Most Recent Adoption?**	**Percent Students Lacking Own Assigned Copy**
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
Envision Math, © 2020, © 2021 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2023	Yes	0

		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Imagine IM Math, © 2024 in grades 7-8 and *Reveal Math 1* © 2020 in grade 8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th *Imagine IM, Imagine Learning* © 2024; *Reveal Integrated Math 1*, McGraw Hill © 2020 Adopted EGUSD 2024	Yes	0
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th *Statistics & Probability with Applications 3e* Bedford Freeman & Worth © 2016; *PreCalculus with Limits 4e* Cengage © 2018 Adopted EGUSD 2018 *Reveal IM Math 1-3* McGraw Hill © 2020 Adopted EGUSD 2024	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: *Calculus: Graphical, Numerical*, Pearson 2016; *Practice of Statistics*, 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 *Calculus 11th edition*, Cengage © 2018 Adopted EGUSD 2018	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: *Calculus: Graphical, Numerical*, Pearson © 2016 Adopted EGUSD 2016 *Mathematics Core Topics SL1* © 2019; *Mathematics Core Topics HL1* © 2019; *Mathematics Analysis & Approaches SL2* © 2019; *Mathematics Analysis & Approaches HL2* © 2019; *Mathematics Applications & Interpretation SL2* © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0
Science	**All 2-12 Science books are provided one per student.**	**From Most Recent Adoption?**	**Percent Students Lacking Own Assigned Copy**
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - *Earth & Space Science* 7th - *Life Science* 8th - *Physical Science* Adopted EGUSD 2020	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	*Chemistry in the Community* © 2006, VHPS; Adopted EGUSD 2006 *Foundations in Microbiology*, McGraw Hill, © 2005 Adopted EGUSD 2008 *The Living Earth*, © 2019, *Physics in the Universe*, © 2019, *STEMscopes, Experience Chemistry*, © 2019 Pearson; Adopted EGUSD 2020 *Foundations of Astronomy*, Cengage © 2019, *Criminalistics*, Pearson © 2021, *Hole's Essentials of Anatomy & Physiology* © 2021, McGraw Hill; *Visualizing Environmental Science*, McGraw Hill © 2017; Adopted EGUSD 2022	Yes	0

		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: *Campbell Biology in Focus*, Pearson © 2020; *Chemistry: A Molecular Approach*, Pearson © 2023; *Environmental Science for the AP Course*, Bedford/St. Martin © 2019; Adopted EGUSD 2022 *College Physics, Cengage* © 2023 Adopted EGUSD 2024	Yes	0
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: *Standard Level Biology 3e, Higher Level Biology 3e, Standard Level Chemistry 3e, Higher Level Chemistry 3e*, Pearson © 2023 Adopted EGUSD 2024	Yes	0

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

Foreign Language	All 7-12 World language books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	*Adventures in Japanese 1 & 2*, Cheng & Tsui © 2016; *Dekiru!*, Cheng & Tsui, © 2017; *Deutsch Aktuell 1,2,3*, EMC-Carnegie © 2017; *EntreCultures 1,2,3*, Wayside © 2020; *Imaginez*, Vista Higher Learning © 2020; *EntreCulturas 1,2,3*, Wayside © 2017; *EntreCulturas 4*, Wayside © 2021 Adopted EGUSD 2021 *Adventures in Japanese 3*, Cheng & Tsui, © 2018; Adopted EGUSD 2023	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: *Dekiru!*, Cheng & Tsui, © 2017; *Neue Blockwinkel*, Wayside, © 2017; *Imaginez*, Vista Higher Learning © 2020; *Triangulo A Preciado*, Wayside © 2019; *Azulejo*, Wayside © 2012 Adopted EGUSD 2021	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: *French B Course Companion, Spanish B Course Companion*, © 2018, Oxford University Press Adopted EGUSD 2019 *Dekiru!*, © 2017, Cheng & Tsui Adopted EGUSD 2022 *Adventures in Japanese 3*, Cheng & Tsui, © 2018; Adopted EGUSD 2023	Yes	0

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: *Tradition of Excellence*, Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: *Alfred's Basic Adult Piano Course*, Alfred Music © 1999; *Basic Drama Projects*, Perfection Learning © 2015; *Beginning Sculpture*, Davis © 2005; *Communication Through Graphic Design*, Davis © 2010; *Dance Composition*, Davis © 2009; *Discovering Drawing*, Davis © 2018; *Discovering Dance*, Human Kinetics © 2014; *Drama for Reading and Performance*, Perfection Learning © 2008; *Experience Clay*, Davis © 2011; *Experience Painting*, Davis © 2015; *Experiencing Dance*, Human Kinetics © 2014; *Focus on Photography*, Davis © 2016; *Guitar School*, Alfred Music © 1998; *Photography*, Pearson © 2016; Adopted EGUSD 2018	Yes	0
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: *Gardner's Art Through the Ages*, Thomson/Wadsworth © 2005; Adopted EGUSD 2005 *Musician's Guide to Theory and Analysis*, WW Norton © 2006; Adopted EGUSD 2018	Yes	0

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

Science Laboratory Equipment (grades 9-12)

All 9-12 students utilizing a lab have access to appropriate equipment.

School Facility Conditions and Planned Improvements (School Year 2024 - 2025)

Laguna Creek High School has 88 classrooms, five computer labs, a black box theatre, a weight room, the 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. Five portable classrooms were added in 1997 for growth, with ten more added in 2000. The campus has two baseball fields, two softball fields, a fieldhouse with athletic lockers, an all-weather turf field, and a track. CTEIG funds were used to expand the Sports Career Academy lab to include hydrotherapy. Our campus is undergoing modernization during 2024-2025.

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

School Facility Good Repair Status
Year and month of the most recent FIT report : 7/2/2024

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

Overall Facility
Year and month of the most recent FIT report: 7/2/2024

Overall Rating

Exemplary	Good	Fair	Poor
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. 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 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. Modernization work is ongoing and concludes in Summer 2025.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready**: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing state-administered assessments
Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
English Language Arts/Literacy (grades 3-8 and 11)	64%	55%	51%	51%	46%	47%
Mathematics (grades 3-8 and 11)	37%	27%	40%	41%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	493	466	94.52	5.48	54.72
Female	238	223	93.70	6.30	61.88
Male	255	243	95.29	4.71	48.15
American Indian or Alaska Native	--	--	--	--	--
Asian	119	114	95.80	4.20	62.28
Black or African American	73	73	100.00	0.00	26.03
Filipino	37	34	91.89	8.11	76.47
Hispanic or Latino	139	130	93.53	6.47	53.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	38	88.37	11.63	55.26
White	72	67	93.06	6.94	62.69
English Learners	50	42	84.00	16.00	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	202	95.28	4.72	48.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	45	81.82	18.18	22.22

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	493	463	93.91	6.09	27.49
Female	238	221	92.86	7.14	27.27
Male	255	242	94.90	5.10	27.69
American Indian or Alaska Native	--	--	--	--	--
Asian	119	114	95.80	4.20	41.23
Black or African American	73	70	95.89	4.11	5.80
Filipino	37	35	94.59	5.41	31.43
Hispanic or Latino	139	129	92.81	7.19	20.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	38	88.37	11.63	39.47
White	72	67	93.06	6.94	32.84
English Learners	50	44	88.00	12.00	2.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	203	95.75	4.25	18.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	43	78.18	21.82	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students - Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
Science (grades 5, 8, and high school)	37.09	38.51	36.18	36.00	30.29	30.73

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	990	901	91.01	8.99	38.51
Female	463	421	90.93	9.07	37.53
Male	527	480	91.08	8.92	39.38
American Indian or Alaska Native	--	--	--	--	--
Asian	222	210	94.59	5.41	43.81
Black or African American	136	123	90.44	9.56	12.20
Filipino	78	75	96.15	3.85	53.33
Hispanic or Latino	263	235	89.35	10.65	34.47
Native Hawaiian or Pacific Islander	12	10	83.33	16.67	--
Two or More Races	88	78	88.64	11.36	43.59
White	182	162	89.01	10.99	48.15
English Learners	90	76	84.44	15.56	1.32
Foster Youth	--	--	--	--	--
Homeless	18	16	88.89	11.11	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	429	388	90.44	9.56	31.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	109	80	73.39	26.61	11.25

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023 - 2024)

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 an authorized International Baccalaureate Middle Years and Diploma Program World School and a Candidate School for the IB Career-related Programme.

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. All CTE programs have an advisory committee of 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 2021-22, LCHS offered three CPAs, Manufacturing Production Technology Academy, Sports Careers Academy, and Green Energy Technology Academy. HQCPs included Computer Science and emerging Design pathways. 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.

Individual student assessment of work readiness skills in CTE programs 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 2023 - 2024)

Measure	CTE Program Participation
Number of pupils participating in CTE	1442
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	51.80%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	67.70%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023 - 2024 Pupils Enrolled in Courses Required for UC/CSU Admission	97.40%
2022 - 2023 Graduates Who Completed All Courses Required for UC/CSU Admission	62.75%

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 2023 - 2024)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9	93%	91%	91%	91%	90%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024 - 2025)

We welcome parents and guardians on our campus and encourage them to stay connected to what is happening at Laguna Creek High School using the web-based ParentVUE Program. We welcome parental involvement through the following active groups: • PTSO that supports all student clubs and programs • IB/World Scholars Parent Organization (IBPO) • LCHS Boosters • Band Boosters • School Site Council For more information, please contact School Secretary Lynette Edom, 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

- High school graduation rates

- Chronic Absenteeism

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

Indicator	School 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Dropout Rate	3.9%	4.8%	3.9%	4.3%	5.2%	4.7%	7.8%	8.2%	8.9%
Graduation Rate	92.4%	92.6%	91.8%	91.1%	88.9%	90%	87%	86.2%	86.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023 - 2024)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	535	491	91.8
Female	242	228	94.2
Male	293	263	89.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	114	108	94.7
Black or African American	77	67	87.0
Filipino	42	41	97.6
Hispanic or Latino	129	114	88.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	48	43	89.6
White	114	108	94.7
English Learners	69	60	87.0
Foster Youth	--	--	--
Homeless	15	12	80.0
Socioeconomically Disadvantaged	306	278	90.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	77	52	67.5

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023 - 2024)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2245	2193	403	18.4%
Female	1081	1055	213	20.2%
Male	1164	1138	190	16.7%
Non-Binary	--	--	--	--%
American Indian or Alaska Native	16	15	3	20.0%
Asian	483	475	57	12.0%
Black or African American	310	302	72	23.8%
Filipino	167	165	21	12.7%
Hispanic or Latino	613	598	120	20.1%
Native Hawaiian or Pacific Islander	21	21	3	14.3%
Two or More Races	246	239	57	23.8%
White	389	378	70	18.5%
English Learners	222	214	37	17.3%
Foster Youth	--	--	--	--%
Homeless	34	32	15	46.9%
Socioeconomically Disadvantaged	1052	1023	227	22.2%
Students Receiving Migrant Education Services	--	--	--	--%
Students with Disabilities	325	318	85	26.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Suspensions and Expulsions

Rate	School 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Suspensions	6.60%	5.37%	5.17%	4.22%	3.81%	4.04%	3.17%	3.60%	3.28%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023 - 2024)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.17%	0.00%
Female	5.27%	0.00%
Male	5.07%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.48%	0.00%
Black or African American	11.61%	0.00%
Filipino	0.60%	0.00%
Hispanic or Latino	6.04%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.13%	0.00%
White	2.57%	0.00%
English Learners	4.05%	0.00%
Foster Youth	0.00%	0.00%
Homeless	11.76%	0.00%
Socioeconomically Disadvantaged	6.75%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.77%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024 - 2025)

In addition to 6 Campus Supervisors, LCHS employs a School Resource Officer in partnership with the Elk Grove Police Department. Supervisors are staggered throughout the day to ensure supervision from 7:00 a.m. to 5:30 p.m. The Safety Plan was last reviewed in November 2024. 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 School Safety and Security Department works closely with our school site to provide all students a safe and secure environment. Visitors are required to check in through the administrative 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021 - 2022)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	28	23	22	44
Mathematics	27	25	19	30
Science	28	20	18	41
Social Science	31	11	21	47

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022 - 2023)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	29	21	20	41
Mathematics	29	10	35	31
Science	30	15	18	42
Social Science	33	7	13	55

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023 - 2024)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	28	23	27	29
Mathematics	28	11	39	25
Science	29	14	24	34
Social Science	33	6	12	52

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

Ratio of Pupils to Academic Counselors (School Year 2023 - 2024)

Title	Ratio
Pupils to Academic Counselors*	302.71

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

Student Support Services Staff (School Year 2023 - 2024)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	1
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	3.1

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022 - 2023)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$9,790	$1,940	$7,850	$96,768
District	N/A	N/A	$10,705	$93,310
Percent Difference - School Site and District	N/A	N/A	-30.77%	3.64%
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-31.37%	2.24%

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

Types of Services Funded (Fiscal Year 2023 - 2024)

LCHS has 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 Middle Years and Diploma Programmes, and Advanced Placement courses. Students who need extra tutoring or homework help can receive departmental help from individual teachers. The Library is open daily after school from 8:15-3:30 p.m. and Career Center is open 8-3:45 p.m. Other special programs offered include Manufacturing Production and Technology Academy, Computer Science, Design Institute, Sports Career Academy, Green Energy Technology Academy, and AVID.

Teacher and Administrative Salaries (Fiscal Year 2022 - 2023)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54,010	$56,573
Mid-Range Teacher Salary	$77,387	$87,186
Highest Teacher Salary	$112,313	$119,665
Average Principal Salary (Elementary)	$142,835	$148,486
Average Principal Salary (Middle)	$140,870	$154,835
Average Principal Salary (High)	$157,333	$170,008
Superintendent Salary	$441,092	$338,699
Percent of Budget for Teacher Salaries	33.00%	31.41%
Percent of Budget for Administrative Salaries	4.00%	4.86%

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 2023 - 2024)
Percent of Students in AP Courses: 14.8%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	3
Social Science	10
Total AP Courses Offered*	13

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

International Baccalaureate (IB) Courses (School Year 2023 - 2024)
Percent of Students in IB Courses: 25%

Subject	Number of IB Courses Offered*
Computer Science	0
English	4
Fine and Performing Arts	5
Foreign Language	6
Mathematics	6
Science	8
Social Science	5
All courses	34

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 2022-2023, our school continues to have a professional development emphasis on using professional learning communities, student engagement, and IB Instructional methodology. LCHS will be evaluated by WASC & IB in November 2023 for programme evaluation. The Synchronized Visit is scheduled to occur in November 2023. Teachers attend weekly early-release PLC Collaborative Team meetings. Teachers use this time to meet and review student work, determine students' strengths and weaknesses, and plan subsequent instruction to meet students' needs. Our school also receives LCFF funding that provides money for professional learning and supplementary student resources. We continue to have four collaborative IB 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.

	2022 - 2023	2023 - 2024	2024 - 2025
Number of school days dedicated to Staff Development and Continuous Improvement	9	7	9