



# Top of the World Elementary School

21601 Tree Top Lane • Laguna Beach, CA 92651 • (949) 497-7790 • Grades P-5  
, Principal

<http://www.lbusd.org/page.cfm?p=525>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Laguna Beach Unified School District

550 Blumont Street  
Laguna Beach, CA 92651  
(949) 497-7700  
[www.lbusd.org](http://www.lbusd.org)

#### District Governing Board

Jan Vickers

Dee Perry

Carol Normandin-Parker

James Kelly

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#### District Administration

Jason Vioria, Ed.D.  
**Superintendent**

Leisa Winston, Ed.D.  
**Deputy Superintendent, Human  
Resources and Instructional  
Services**

Jeff Dixon

**Assistant Superintendent, Business  
Services**

Mike Morrison  
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Irene White  
**Director, Special Education**

Chad Mabery, Ed.D.  
**Director, Assessment and  
Accountability**

Michael Keller, Ed.D.  
**Director, Social Emotional Support**

Michael Conlon  
**Director, Human Resources**

### School Description

Top of the World Elementary School (TOW) is part of the Laguna Beach community. Sloping down the Laguna hills to the edge of the Pacific Ocean, Laguna Beach is known for its dramatic contrast of mountains and beaches. As a center for fine arts, Laguna Beach's culture is as unique as its landscape. During the 2008 and 2014 school years, Top of the World Elementary received recognition as a California Distinguished School. In 2016, it was also recognized as a California Gold Ribbon School.

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (SchoolPower) was created by the community to provide additional funds to the District to support school programs and activities. TOW serves students in grades kindergarten through five on a traditional school calendar. It focuses on differentiated instruction through its comprehensive Response to Instruction approach to meeting the needs of all students. Annual enrollment at TOW is between 575 and 600 students. In 2018-19, the student population included 9.7% socioeconomically disadvantaged, 2.4% English learners, and 13.6% students with disabilities.

Top of the World Elementary School's mission is to provide our students with a rigorous 21st Century learning environment which focuses on the uniqueness of each child, promoting a growth mindset, a community perspective, and developing the skills needed to become lifelong learners. Our teachers and support staff work together with our parents to ensure all of our students reach their potential and are prepared to make positive contributions to the world.

## About the SARC

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	85
Grade 2	90
Grade 3	94
Grade 4	117
Grade 5	111
<b>Total Enrollment</b>	<b>575</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	3.1
Filipino	1
Hispanic or Latino	9
White	72.9
Two or More Races	11.8
Socioeconomically Disadvantaged	9.7
English Learners	2.4
Students with Disabilities	13.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Top of the World	17-18	18-19	19-20
With Full Credential	34	34	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Laguna Beach Unified	17-18	18-19	19-20
With Full Credential	♦	♦	144
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Top of the World Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* 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, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All curriculum development at Laguna Beach Unified School District adheres to the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade level expectations. The District's Curriculum Council provides guidance and input to ensure the educational program meets the needs of all students. The Curriculum Council, comprised of representatives from schools, the District, and parents, oversees curriculum policy and maintains a continuum of instructional programs across all grade levels. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials in core subjects for use in the classroom and to check out and take home or to access via their personal device at home and at school. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. The Curriculum Council establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final approval.

Laguna Beach Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support our school's instructional program. Laguna Beach Unified School District held a Public Hearing on September 24, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks, and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders, McGraw-Hill, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Math Expressions Common Core, Houghton Mifflin Harcourt, 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman California Science, Pearson/Scott Foresman, 2008; Beckman Science Program The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	California Studies Weekly, 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Top of the World Elementary School provides a safe, clean environment for students, staff, and volunteers. The K-5 school is located on a sloping lot that is approximate 15.2 acres. School facilities were built in the 1960's with additions built in 1975, 2003, and 2017 and consist of 53,682 square feet of building space. The facility includes classrooms, a multipurpose room, administrative offices, restrooms, a Library / Media Center, and storage rooms. The facility strongly supports teaching and learning through its ample classroom, playground space, and a staff resource room.

The chart below displays the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC systems changed at 24 classrooms in last 2 years. Solar energy system services and repaired. Fire alarm system was replaced in 2019. All doors were rekeyed.
Interior: Interior Surfaces	Good	Exterior signage was replaced and 4th grade classrooms were modernized.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	New roofs at all buildings.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Portable classrooms replaced with permanent buildings, new site concrete installed, asphalt sealing and stripe completed. Storm drain projects completed in 2019.
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (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. CAAs 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	90	86	82	82	50	50
Math	87	85	74	78	38	39

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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	6.2	15.2	75.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	326	324	99.39	86.42
Male	164	162	98.78	85.80
Female	162	162	100.00	87.04
Black or African American	--	--	--	--
Asian	13	13	100.00	100.00
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.00	87.50
White	247	245	99.19	83.67
Two or More Races	38	38	100.00	97.37
Socioeconomically Disadvantaged	29	29	100.00	82.76
English Learners	--	--	--	--
Students with Disabilities	58	57	98.28	66.67

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 CAAs divided by the total number of students who participated in both assessments.

Note: 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 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	326	324	99.39	85.49
Male	164	162	98.78	87.04
Female	162	162	100.00	83.95
Black or African American	--	--	--	--
Asian	13	13	100.00	100.00
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.00	83.33
White	247	245	99.19	83.27
Two or More Races	38	38	100.00	94.74
Socioeconomically Disadvantaged	29	29	100.00	65.52
English Learners	--	--	--	--
Students with Disabilities	58	57	98.28	64.91

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 CAAs divided by the total number of students who participated in both assessments.

Note: 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 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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational program at Top of the World Elementary School. Our parents serve on the School Site Council (SSC), Parent Teacher Association (PTA) and the GATE Advisory Council. Numerous programs and activities are enriched by the generous contributions made by the SchoolPower Education Foundation and the PTA. Parents who are interested in Top of the World Elementary School's school committees, school activities, or volunteer programs may contact the principal at (949) 497-7790.

### State Priority: School Climate

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

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

### School Safety Plan

Safety of our students and staff is our primary concern. The school has a closed campus; all visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during recess, lunch, before and after school to ensure the safety of all our students. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive School Safety Plan was developed by the district in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The plan was last updated on with the School Site Council and reviewed with our school staff on January 15, 2020. Top of the World incorporates the Positive Behavior and Intervention Support (PBIS) Model to support an atmosphere of kindness and caring among staff and students.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	1.0	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	1.6	1.8
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	575.0

\* 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 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	.4

\* 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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	24		3		16	5			16	5		
1	15	5			22		4		20	2	2	
2	20	5	1		22	1	3		23		4	
3	19	5			23		5		24		4	
4	26	1	4		28		4		29		4	
5	30		4		28		4		28		4	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-22	Size 23-32	Size 33+		Size 1-22	Size 23-32	Size 33+		Size 1-22	Size 23-32	Size 33+
Mathematics												
Social Science												

\* 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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Laguna Beach Unified School District offers three professional development days at the beginning of each school year prior to the first day of school, as well as a variety of additional days throughout the year and after-school professional development opportunities. Laguna Beach Unified School District offers staff development and training opportunities to teachers, administrators, and instructional aides. The District offers two full staff development days annually during the school year where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. To acquire specialized knowledge and skills, teachers are supported in additional training through workshops, conferences, and demonstration lessons on balanced literacy and math, NGSS, inquiry, writing, instructional strategies, assessment, school climate, and technology. Staff development topics are determined based on needs assessment, input and feedback, local and state assessment results, and classroom observation. State standards implementation is continuous through district and staff trainings as well as weekly PLC grade level department meetings.



Laguna Beach Unified School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first and second-year credentialed teachers and provides skills assistance over a two-year period. The District's Peer Assistance and Review (PAR) program is designed to improve the education of students and enhance the classroom performance of teachers, targeting both new and veteran teachers. Top of the World Elementary School teachers utilize these programs with the goal of accomplishing the highest level of success for our students.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,895	\$46,208
Mid-Range Teacher Salary	\$101,895	\$72,218
Highest Teacher Salary	\$133,261	\$92,742
Average Principal Salary (ES)	\$172,894	\$134,864
Average Principal Salary (MS)	\$190,432	\$118,220
Average Principal Salary (HS)	\$178,896	\$127,356
Superintendent Salary	\$249,350	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

In addition to general fund state funding, Laguna Beach Unified School District and Top of the World Elementary received state and federal categorical funding for the following categorical, special education, and support programs:

- Supplemental Funds

Laguna Beach Unified School District allocates its funding to improve student achievement, connectedness, and social-emotional wellness. The District provides additional funding in direct services for English Learners, low-income, homeless, and foster youth. Some of the services within our MTSS that are provide for at-risk students at each school site include academic support classes, assessment, intervention, counseling, Juntos after school program, an EL TOSA to provide support for teachers, professional development for the CA ELA/ELD frameworks, a community liaison to provide support for students and parents, an after school bus for tutoring, English Learner instructional assistants to provide push-in support, a summer ELD academic program, translation services, and parent education opportunities. A significant portion of these direct services is designated specifically for English Learners and re-designated students to increase student achievement across all content areas and provide equal access to 21st-century learning and teaching. The expected annual outcomes are increased ELPAC scores, state testing (CAASPP, CAST, CAA) proficiency, engagement (attendance), and reclassification rates.

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

Rate for Top of the World Elementary	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Laguna Beach Unified School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$19,328	\$4,760	\$14,568	\$102,790
District	N/A	N/A	\$15,030	\$105,547
State	N/A	N/A	\$7,506.64	\$72,949

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.1	-2.6
School Site/ State	64.0	34.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	



**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A

**Career Technical Education Programs****DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science		N/A
Social Science		N/A
All courses		

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

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