



# La Mirada High School

13520 Adelfa Drive • La Mirada, CA 90638 • (562) 210-3315 • Grades 9-12

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

### **Norwalk-La Mirada Unified School District**

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
[www.nlmusd.org](http://www.nlmusd.org)

### **District Governing Board**

Jude Cazares

#### **Board President**

Jesse Urquidi

#### **Board Vice President**

Darryl R. Adams

#### **Board Member**

Jorge Tirado

#### **Board Member**

Karen Morrison

#### **Board Member**

Ana Valencia

#### **Board Member**

Chris Pflanzner

#### **Board Member**

### **District Administration**

Dr. Hasmik Danielian

#### **Superintendent**

Dr. Patricio Vargas

#### **Assistant Superintendent - Educational Services**

Estuardo Santillan

#### **Assistant Superintendent, Business Services**

John Lopez

#### **Assistant Superintendent, Human Resources**

### **School Description**

La Mirada High School has a rich tradition of academic excellence. For over 50 years we have been sending our students to colleges and universities of their choice and preparing them for careers in the workforce. The Matador Scholar Academy (MSA) continues to provide a learning community that offers an honors/Advanced Placement (AP) path for those students who want to be challenged academically, well prepared for college, and who wish to earn college credit while still in high school. Currently the school offers 22 different AP Courses. Our three academies also provide enrichment activities and specific academic focus to help students thrive in the high school setting. The APPLE academy prepares students for careers with children, the ACE academy provides future business leaders/entrepreneurs focused coursework and experiences in a global, competitive society and the VAPA (Visual and Performing Arts) academy which provides opportunities for students to explore both visual and performing arts. La Mirada also has two PLTW (Project Lead the Way) pathways that encourage students to explore either Engineering or Bio-Medical courses. Both pathways are articulated with local universities and provide internship opportunities as well. In addition our welding program is articulated with Santa Ana College and prepares our students for full certification in one year post graduation. Our extracurricular activities, internships and clubs enrich our student lives and help them thrive in high school. We continue to provide a competitive and successful athletic program. Student athletes compete on twelve different teams, including football, baseball, wrestling, girls' softball, girls and boys' volleyball, soccer, basketball, track, tennis, and swimming at league, CIF, and state levels.

Despite state-wide challenges in rapidly decreasing enrollment, La Mirada continues to experience an increase in enrollment. Parents, as well as the community at large, are vital to the success of all of our endeavors, and we invite you to join us for a new year of growth and accomplishment.

## 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
Grade 9	497
Grade 10	558
Grade 11	459
Grade 12	468
<b>Total Enrollment</b>	<b>1,982</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	5.8
Filipino	4.2
Hispanic or Latino	67.7
Native Hawaiian or Pacific Islander	0.6
White	17.1
Two or More Races	1.4
Socioeconomically Disadvantaged	55.3
English Learners	4.3
Students with Disabilities	8.2
Foster Youth	0.3
Homeless	12.7

## 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 La Mirada High School	17-18	18-19	19-20
With Full Credential	90	94	94
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	2	1

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	◆	◆	890
Without Full Credential	◆	◆	3
Teaching Outside Subject Area of Competence	◆	◆	6

### Teacher Misassignments and Vacant Teacher Positions at La Mirada High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	1	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, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 2019-September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Language Arts: Grades 9-11; Pearson Education – My Perspectives Vol 1, 2, 2017, Grade 12 – Expository Reading-Writing Course – CSU (California State University) 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Grades 9-12 Mathematics: Houghton Mifflin – Common Core Integrated Math 1, Geometry, Algebra 2, and Pre Calculus, all adopted 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Grades 9-12 Science: Discovery Education –California Physics of the Universe, adopted 2019, Lab Aids SGI- Science and Global Issues 2nd Ed Digital Portal, adopted 2019 ,Pearson Prentice Hall- Chemistry, adopted 2007, Holt McDougal – Physics,adopted 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Grades 9-12 Social Science: National Geographic/ Cengage – America through the Lens, adopted 2019 , Holt McDougal – Modern World History: Patterns of Interaction, Pearson Prentice Hall – Magruger’s American Government, and Holt McDougal – People, Places & Change Geography & Cultures, all adopted 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	Facts about our science labs, called for by the Williams legislation, are available in an online report. What you will find is whether we had sufficient lab equipment and materials for our science lab courses during the 2013–2014 school year. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

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

La Mirada High School will begin a gym remodel that will double the capacity for seating, improve ventilation and provide new locker rooms, team rooms, weight room and dance room for students. Anticipated completion of this project will be January of 2020. Recent improvements to the campus include a digital marquee, landscaping along Adelfa and baseball and softball renovations.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 3/22/2011

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<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	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<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	61	57	46	47	50	50
Math	27	28	32	35	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
9	23.0	26.6	32.2

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	444	441	99.32	56.92
Male	220	219	99.55	49.77
Female	224	222	99.11	63.96
Black or African American	13	13	100.00	30.77
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.83	86.96
Filipino	14	13	92.86	69.23
Hispanic or Latino	308	307	99.68	55.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	71	100.00	59.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	255	253	99.22	52.57
English Learners	32	30	93.75	23.33
Students with Disabilities	31	30	96.77	3.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	66	65	98.48	1.52

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	443	439	99.10	28.47
Male	220	218	99.09	31.65
Female	223	221	99.10	25.34
Black or African American	13	13	100.00	23.08
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.83	65.22
Filipino	14	13	92.86	46.15
Hispanic or Latino	308	306	99.35	24.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	70	100.00	31.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	255	253	99.22	22.13
English Learners	32	30	93.75	13.33
Students with Disabilities	30	29	96.67	6.90
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	66	65	98.48	1.52

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)**

We have many opportunities for parents to participate in the life of La Mirada High School. Traditional methods of parent involvement include PTSA, English Learners Advisory Committee (ELAC) and School Site Council (SSC). Other parent involvement opportunities include the Link Crew Committee that organizes special events for incoming ninth graders, a Graduation Committee, and a large number of booster clubs for our athletic teams and band. The Matador Scholar Booster Club was founded in 2012. The purpose of this group is to support our AP and Honors level students as well as students in the VAPA program. The PTSA works with our counselors to organize College Information Nights for parents and students. A group of parents write news articles for the parent newsletter, and all parents are encouraged to attend Back-to-School Night in the fall and Open House in the spring. We always need new volunteers! To find out more about becoming involved at our school, call the school office at (562) 210-3315.

**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**

The site administrators and our campus security monitor the grounds for half an hour before classes begin, throughout the entire school day, and for one hour after dismissal. A sheriff's deputy is stationed at LMHS and serves all the schools in the City of La Mirada. She is a welcome resource, and serves in the capacity of adviser to the school and as a liaison with the city of La Mirada. This relationship has greatly reduced the incidence of violence and drug possession at our school. La Mirada High School is a closed campus, and visitors must sign in at the office before entering campus. The School Safety Plan is revised annually by a committee that consists of school administration, teachers, support staff, school security, the school deputy, students and parents. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for our parents. This plan is also shared with all staff during a school wide staff meeting. We practice regular emergency drills and hold trainings for staff on emergency preparedness. Recently, cameras were installed to monitor vandalism and theft. These deterrents have help reduce the acts of vandalism on campus, especially in the area of graffiti.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.2	4.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
Expulsions Rate	0.0	0.0	0.0

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*	283.1

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.5
Other	

\* 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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	29	15	23	33	31	6	23	37	29	14	23	37
Mathematics	26	13	14	10	32	10	16	31	31	7	15	37
Science	26	19	18	16	31	7	22	21	28	13	19	17
Social Science	29	16	13	30	31	8	12	30	30	10	15	28

\* 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	16	18	18

The focus of staff development at La Mirada High School aligns with the school vision to improve critical thinking and collaboration in our students. This vision is driven by our recent WASC visit (2018) and the district emphasis on Closing the Achievement Gap. During the school year teachers will participate in Professional Learning Communities (PLC) that will focus on improving instruction and building capacity in our students through academic discussion. The school is committed to improving student success in the areas of Literacy, Math and College & Career Readiness. La Mirada High School's graduation rate is 98.5% and we attribute this to the hard work of our students and teachers. La Mirada High School is excited to be involved in the Linked Learning program that prepares students for both college and the workforce. Finally, Advanced Placement professional development is ongoing. LMHS offers 22 AP courses and requires that teachers of these courses be trained on a regular basis. The results of these trainings are evident in our AP results. The majority of our AP classes have shown steady growth over the past 3 years.

The methods of these professional developments occur in one of three ways: Late Start meetings - LMHS schedules two late start meetings a month. The majority of staff development takes place during late start meetings. Conference Attendance - the most often used professional development for advanced placement and linked is conference attendance.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,733	\$51,374
Mid-Range Teacher Salary	\$81,762	\$80,151
Highest Teacher Salary	\$107,259	\$100,143
Average Principal Salary (ES)	\$135,001	\$126,896
Average Principal Salary (MS)	\$153,836	\$133,668
Average Principal Salary (HS)	\$139,258	\$143,746
Superintendent Salary	\$269,120	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

\* 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/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12867.02	3372.51	9494.51	91436.41
District	N/A	N/A	9174.34	\$88,239.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.4	3.6
School Site/ State	23.4	10.8

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.



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

Rate for La Mirada High School	2015-16	2016-17	2017-18
Dropout Rate	0.2	1	0.7
Graduation Rate	98.5	97.2	96.2

Rate for Norwalk-La Mirada Unified	2015-16	2016-17	2017-18
Dropout Rate	1.9	1.2	1.7
Graduation Rate	94.7	92.8	91

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

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/>.

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	350
% of pupils completing a CTE program and earning a high school diploma	20.6%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

### Career Technical Education Programs

The Norwalk-La Mirada Unified School District (NLMUSD) CTE pathways are aligned to the CTE Model Curriculum Standards providing a broad course of study for all students. Each pathway is structured within the appropriate industry sector with a coherent sequence of courses that lead to high skill, high wage and in-demand careers.

The pathways are aligned to the local community college certificate and degree programs. Many CTE courses are articulated with the local community college, providing students an opportunity to obtain college credit while in high school. The NLMUSD has maintained a strong partnership with the surrounding postsecondary schools.

In addition, there are a number of businesses and community partners supporting CTE. As an example, the Norwalk Education Alliance comprised of the City of Norwalk, Norwalk Chamber of Commerce, Southeast Los Angeles Workforce Development Board, Cerritos College, and other organizations support CTE, and engage in a variety of work-based learning activities.

The primary representative for CTE in Norwalk-La Mirada Unified is Joanne June. She may be contacted at: [jjung@nlmusd.org](mailto:jjung@nlmusd.org)

All CTE offerings are conducted by NLMUSD. There is no ROP center.

The following are the list of CTE pathways offered at La Mirada High School are:

- Biomedical
- Engineering
- Green Construction/Wood
- Visual and Performing Arts (California Partnership Academy)
- Welding
- Academy for Preparing Prospective Leaders in Education (California Partnership Academy)

### 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.

### 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	98.99
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.73

### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	6	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	5	N/A
Science	10	N/A
Social Science	14	N/A
All courses	40	26.1

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

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