



Top of the World Elementary School

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

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Laguna Beach Unified School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (949) 497-7790.

School Description

Top of the World Elementary School 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 2007/2008 school year, Top of the World Elementary received recognition as a California Distinguished 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 (School Power) was created by the community to provide additional funds to the school district to support school programs and activities. Top of the World Elementary School serves students in grades kindergarten through five on a traditional school calendar. Our school is also home to the Community Learning Center, an alternative education program for students in grades one through four. Top of the World Elementary School focuses on differentiated instruction through its comprehensive Response to Instruction approach to meeting the needs of all students.

In 2012-2013, 673 students were enrolled in grades kindergarten through five at Top of the World Elementary School. The student population included 6.5% socioeconomically disadvantaged, 3.3% English learners, and 9.5% students with disabilities. Additional student body demographics are shown in the chart.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Top of the World Elementary School. Our parents serve on the Parent Teacher Association (PTA) and the GATE Advisory Council. Numerous programs and activities are enriched by the generous contributions made by the School Power 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.

District Mission Statement

Each student gains the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world.

Education in the Laguna Beach Unified School District

- Is challenging while insuring each student's successful experiences in education.
- Provides lifelong values, attitudes, and skills which promote public service and respect for others.
- Offers environments that spark individual curiosity and learning.
- Encourages an appreciation of differences, diversity and similarities.
- Ignites a commitment to learning, scholarship, creativity and service.
- Explores various career paths.
- Is relevant to each student's immediate and future goals, and
- Prepares graduates to adapt to change and deal with a technological age and a global environment.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	85
Gr. 1	116
Gr. 2	124
Gr. 3	120
Gr. 4	104
Gr. 5	124
Total	673

The Schools in the Laguna Beach Unified School District are the convening points of the community and, as such, are connected with each other, the community, and the world through information-rich, interactive technology.

Laguna Beach Unified School District Goals**Goal One: Student Achievement**

All students will demonstrate academic growth across content areas.

Goal Two: School Culture

Each student will strengthen connections to the school, the community, and the world by engaging in activities that build skills and responsibility.

Goal Three: Learning Environment

Safe, attractive, clean, and well-equipped learning environments will be provided for each student.

Goal Four: Staffing

The District will recruit, hire, train, and retain high performing staff.

Goal Five: Fiscal Responsibility

The District will maintain fiscal solvency and transparency to ensure support of student learning.

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.1
Asian	3.9
Filipino	0.3
Hispanic or Latino	6.5
Native Hawaiian/Pacific Islander	0.0
White	80.7
Two or More Races	7.3
Socioeconomically Disadvantaged	6.5
English Learners	3.3
Students with Disabilities	9.5

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	14.6	15	14	7	6	6	0	0		0	0	
Gr. 1	17.6	18.2	19	5	6	1	0	0	5	0	0	
Gr. 2	19.8	20	18	4	6	7	0	0		0	0	
Gr. 3	20.8	20.8	20	5	4	1	0	0	5	0	0	
Gr. 4	27.3	27	26	0	0	1	4	4	3	0	0	
Gr. 5	30.8	31.5	31	0	0		4	4	4	0	0	

* 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, English, Math, Science and Social Science (SS), rather than grade level.

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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, and 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 school evaluates the plan annually and updates the plan as needed. The plan was last updated in August 2013 and is reviewed with our school staff at the beginning of each school year. Top of the World incorporates the Positive Behavior and Intervention Support Model in creating an atmosphere of kindness and caring among staff and students.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January 2014

Top of the World Elementary School provides a safe, clean environment for our students, staff, and volunteers. The school is situated on 15.2 acres. School facilities were built in the 1970's with additions built in 1975 and 2003. They span more than 53,230 square feet, and include 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 and 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.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	0.62	.01	0
Expulsions Rate	0	0	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	4.16	3.6	3.27
Expulsions Rate	0.1	0.06	0.03

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	some electrical outlets will need to be moved to enhance the efficient use of technology for teaching and learning
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	some drywall repairs needed in heater closets
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	33	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	◆	◆	160
Without Full Credential	◆	◆	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Laguna Beach Unified School District offers staff development and training opportunities to teachers, administrators, and instructional aides. The District offers one staff development buy-back day annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. Staff development topics included technology in the classroom, instructional strategies, student engagement, RTI, best first instruction, data-driven decision-making, and review of the California Standards.

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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.50
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.50
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1.40
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	673

* 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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

- Economic Impact Aid
- Class Size Reduction
- Instructional Materials
- Special Education
- ESEA

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,174	\$477	\$7,726	\$88,830
District	♦	♦	\$9,551	\$93,450
State	♦	♦	\$5,537	\$63,166
Percent Difference: School Site/District			-19.1	-4.9
Percent Difference: School Site/ State			39.5	40.6

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,163	\$38,578
Mid-Range Teacher Salary	\$84,981	\$59,799
Highest Teacher Salary	\$118,863	\$78,044
Average Principal Salary (ES)	\$147,193	\$95,442
Average Principal Salary (MS)	\$150,835	\$98,080
Average Principal Salary (HS)	\$164,807	\$106,787
Superintendent Salary	\$225,000	\$150,595
Percent of District Budget		
Teacher Salaries	33.0%	37.1%
Administrative Salaries	7.2%	5.9%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 11, 2011

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 October 11, 2011, 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 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. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Laguna Beach Unified School District follows the State Board of Education's six-year adoption cycle for core content materials. A committee consisting of administrators and teachers from each school 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. The chart below illustrates the most recent textbooks, as of September 2011 for Top of the World Elementary School.

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>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.</p> <p>SRA/Open Court, SRA/McGraw-Hill, 2003</p>
<p>Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>enVision Mathematics, Pearson/Scott-Foresman, 2009</p>
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Scott Foresman California Science, Pearson/Scott Foresman, 2008; Beckman Science Program</p>
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>California Reflections, Harcourt Brace, 2007</p>

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	84	86	86	81	86	83	54	56	55
Math	84	83	88	72	77	74	49	50	50
Science	92	84	91	86	90	90	57	60	59
H-SS				83	87	85	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	83	74	90	85
All Student at the School	86	88	91	
Male	83	88	94	
Female	88	88	87	
Black or African American				
American Indian or Alaska Native				
Asian	94	100		
Filipino				
Hispanic or Latino	71	74		
Native Hawaiian/Pacific Islander				
White	86	89	93	
Two or More Races	93	93		
Socioeconomically Disadvantaged	82	76		
English Learners	57	50		
Students with Disabilities	54	62		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.2	35.0	28.5

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	3	5	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	5	0	9
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	10	10	10
Similar Schools	4	6	3

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	450	2,306	4,655,989
	API-G	935	918	790
Black or African American	Students	3	33	296,463
	API-G		824	708
American Indian or Alaska Native	Students	1	13	30,394
	API-G		914	743
Asian	Students	20	93	406,527
	API-G	950	951	906
Filipino	Students	3	9	121,054
	API-G			867
Hispanic or Latino	Students	29	203	2,438,951
	API-G	871	857	744
Native Hawaiian/Pacific Islander	Students	0	6	25,351
	API-G			774
White	Students	365	1,884	1,200,127
	API-G	937	924	853
Two or More Races	Students	29	65	125,025
	API-G	976	951	824
Socioeconomically Disadvantaged	Students	38	233	2,774,640
	API-G	882	853	743
English Learners	Students	16	76	1,482,316
	API-G	836	763	721
Students with Disabilities	Students	62	248	527,476
	API-G	809	779	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes