



Aloha Elementary School

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ABC Unified School District

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A Message from the Principal

In accordance with Proposition 98, every school in California is required to issue an annual Accountability Report Card. The staff at Aloha welcomes this opportunity to tell you more about our school. This year we have continued our focus on improving student achievement in reading and writing. Our goal is for all students to meet or exceed the California Content Standards in English/Language and Math.

The Aloha staff is dedicated to the academic success of each of our students. Each student has access to a standards based curriculum in language arts, mathematics, science and social science. We also know that each child is unique and we celebrate the diversity of our school and community. We welcome parent involvement as an important element of student achievement. A safe and orderly school environment and high expectations and standards for behavior establish Aloha as a caring community where students are safe to learn and grow. The Aloha staff knows that good teaching is the most important factor influencing student achievement. The skilled staff is committed to ongoing professional growth focused on our goal of improved student achievement in reading and writing. We analyze assessment data and meet regularly as teams to examine the effectiveness of our teaching practices. Here at Aloha we are very proud to be a part of a learning community with an on going tradition of academic excellence.

School Description and Mission Statement

Aloha Elementary School located in the city of Lakewood serves 410 students in grades kindergarten to six on a traditional calendar system. Aloha is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. To accommodate working parents, Aloha has an after school child care program.

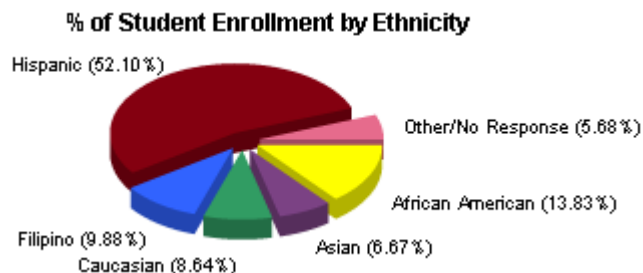
Aloha Elementary is a school community where the highest expectations are maintained. Aloha utilizes all available resources to enable students to become lifelong learners who possess the ability to achieve their utmost potential. We promote a safe, nurturing, and stimulating environment that invites students to actively participate in educational opportunities. Aloha provides a welcoming atmosphere in which parents and community members are encouraged to become immersed in student's educational endeavors. Individual academic and social needs of staff and students are met, creating a desirable environment where all participants are successful.

Mission Statement

Aloha Elementary School is a school community where the highest expectations are maintained. Aloha utilizes all available resources, promotes a safe, nurturing, and stimulating environment, provides a welcoming atmosphere to parents and community members, and provides for the individual academic and social needs of the staff and students. This all focuses on enabling all students to become life-long learners who possess the ability to achieve their utmost potential.

District Description

The culturally and ethnically diverse ABC Unified School District community is located in Southern California, within the boundaries of Los Angeles County. ABC Unified School District educates children in grades preschool through twelve from the communities of Lakewood, Artesia, Cerritos, Hawaiian Gardens, and portions of Norwalk. The District consists of nineteen elementary schools, five middle schools, three comprehensive high schools, a college preparatory 7-12 school, a continuation high school, preschool programs, infant/children centers, extended day care, and an adult school. Known throughout the State of California as a leader in educational planning and innovation, ABC Unified School District received the prestigious Golden Bell Award in 2003 and 2005 for program excellence by the California School Boards Association. The District has received State and National recognition for its schools, including California Distinguished School, Title 1 Achieving School, National Blue Ribbon, and Magnet School of Distinction awards. The ABC Unified School District places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing strong instructional programs for all students to ensure excellence in education.



Children as Priority

At Aloha, students, parents, staff and community work together to ensure that each student receives a rigorous, comprehensive, balanced and integrated educational program in a safe and caring environment. All children have the opportunity to develop their ability to think critically, solve problems, communicate effectively, work independently and collaboratively, take risks, make decisions, be creative and help others. With the children as our priority, the staff will continuously reflect on our teaching practices, share ideas and concerns honestly, communicate regularly with parents and community, and model a lifelong joy of learning through our own personal and professional growth.

- Our goal is to provide educational experiences that will:
- Promote a literate student body
- Promote a responsible confident attitude
- Establish an intrinsic need for life-long learning
- Develop a strong sense of right and wrong
- Encourage students to accept new challenges and risk failure
- Encourage students to pursue academic excellence
- Teach students to value individual differences

The entire staff is dedicated to providing a classroom environment that promotes and reinforces a safe and orderly campus so that each student can attain his or her potential.

Opportunities for Parent Involvement

Parents and community members are very supportive of the educational program at Aloha Elementary School. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with ABC's Strategic Plan Goals.

Parents are encouraged to participate on one or more of the following committees or organizations:

- PTA
- School Site Council
- Classroom Volunteers
- District Advisory Committees
- Title I Advisory Committee
- ELAC
- 6th Grade Fundraising Activities

The School Site Council, consisting of school staff, parents, and community members, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school.

Contact Information

For additional information about organized opportunities for parent involvement at Aloha Elementary School, please contact Principal Julie Yabumoto at (562) 924-8329.

Average Class Size and Distribution

The "Class Size Distribution" table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
	Average Class Size			Number of Classrooms								
				1-20			21-32			33+		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
K	19.7	18.3	20.0	2	3	2	1					
1st	18.0	19.5	19.5	3	2	2						
2nd	20.0	20.0	19.5	5	2	2						
3rd	19.7	19.2	19.5	3	5	4						
4th	30.5	31.5	32.0				2	2	2			
5th	32.0	26.0	32.0				1	2	2			
6th	32.0	29.5	32.0				2	2	2			
K-3	20.0	20.0	18.5	1	1	2						
3-4												
4-8	32.0	25.0					2	1				

School Safety Plan

Aloha Elementary School provides a safe, clean environment for students, staff and volunteers. The school in consultation with the Los Angeles County Office of Education has developed a comprehensive Safe School Plan. The safety plan provides students and staff with procedures ensuring a safe and orderly learning environment.

The plan includes:

- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures: routing and emergency
- Notification to teachers
- Sexual harassment policy
- Provision of a school-wide dress code
- Safe ingress and egress of pupils and school employees to and from school
- Safe and orderly school environment
- School rules and procedures

The school evaluates the plan annually and updates it as needed with the approval of the School Site Council. An updated copy is available to the public in the school office.

Aloha Elementary School is a closed campus. During school hours, the entrance is secured to ensure that visitors check in with the office. All visitors are required to sign in and wear visitors' badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times such as STAR testing, during lunch, breaks, before and after school. Supervisors and teachers monitor both students and the campus as a whole.

Date of Last Review/Update: March, 2009
Date Last Reviewed with Staff: March, 2009

School Climate

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Suspensions and Expulsions						
	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspension(s)	19.2	15.6	10.6	9.6	9.4	8.5
Expulsion(s)	0.0	0.0	0.0	0.0	0.0	0.0

School Facilities

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at Aloha Elementary School. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status					
Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	None needed.
Interior: Interior Surfaces	[]	[X]	[]	[]	None needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	None needed
Electrical: Electrical	[]	[X]	[]	[]	Old coax cable removed from rooms 301 and 304. Light bulbs replaced in rooms 401 and 704. Lock needed for electrical panel located next to room 502. Missing electrical outlet cover replaced in MPR boy's' restroom. Motion sensor reattached to wall in room 701. Reattached internet outlet to wall in room 704.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	MPR girls' restroom had old soap dispenser removed. Drinking fountain shot too far in rooms 704 and 804.

School Facility Good Repair Status

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Fire extinguisher in Room 102 mounted to wall. Staff was reminded to have all boxes stored over head to be removed. All hazardous materials such as cleaners that were under sinks were to be removed.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	None needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Etched in gang graffiti removed from window in room 301. Cove base needed repairing by north door in MPR.
Overall Rating	[]	[X]	[]	[]	All the above areas were repaired and/or addressed. Overall condition of the school can be described as good.

Date of Inspection: 11/17/09

Teachers

ABC Unified School District recruits and employs highly qualified credentialed teachers. This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

	Teacher Credentials			
	2006-07	2007-08	2008-09	District
With Full Credential	25	23	19	918
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

	Misassignments/Vacancies		
	2007-08	2008-09	2009-10
Misassignment of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Professional Development

Aloha Elementary School teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Staff development is based on the assessed needs of the school personnel. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. At Aloha Elementary School, school-wide training focus areas include technology, differentiation, and using data to drive instruction. Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and by sharing their experiences and knowledge with colleagues. The District offers professional development funds to school sites for professional development activities. Professional Learning Communities and Secondary Literacy are examples of district wide professional development.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	99.5%	0.5%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	99.7%	0.3%

Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Curriculum and Instructional Materials

At ABC Unified School District, all students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Health	0

School Finances

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,429	\$728	\$4,647	\$63,279
District	---	---	\$5,433	\$72,259
Percent Difference – School Site and District	---	---	-17%	-10%
State	---	---	\$5,512	\$67,049
Percent Difference – School Site and State	---	---	-14%	-3%

Types of Services Funded (Fiscal Year 2008-09)

The total district budget for 2008-2009 was \$176,549,778. The district spent \$5,833.11 per student.

63.93 cents of every dollar went to teacher salaries and 12.40 cents was spent for administration.

The remainder (23.67 cents) was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance as well as the board of education, and district departments).

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,861	\$42,065
Mid-Range Teacher Salary	\$67,520	\$67,109
Highest Teacher Salary	\$91,687	\$86,293
Average Principal Salary (Elementary)	\$115,392	\$107,115
Average Principal Salary (Middle)	\$114,601	\$112,279
Average Principal Salary (High)	\$132,245	\$122,532
Superintendent Salary	\$216,282	\$216,356
Percent of Budget for Teacher Salaries	42.5%	39.4%
Percent of Budget for Administrative Salaries	5.3%	5.5%

California Standards Test (CST)

California Standards Tests (CSTs) assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The State target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the State. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov>.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). *To protect student privacy, scores are not shown (*) when the number of students tested is 10 or less.*

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	35	35	39	52	55	58	43	46	50
Mathematics	44	45	55	54	54	57	40	43	46
Science	37	45	61	48	57	60	38	46	50
History-Social Science				44	48	56	33	36	41

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. *To protect student privacy, scores are not shown (*) when the number of students tested is 10 or less.*

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	33	37	*	
American Indian or Alaska Native	*	*		
Asian	64	82	*	
Filipino	65	77	*	
Hispanic or Latino	32	51	53	
Pacific Islander	*	*	*	
White (not Hispanic)	35	53		
Male	30	53	61	
Female	46	57	61	
Economically Disadvantaged	33	50	57	
English Learners	17	44	27	
Students with Disabilities	8	42	*	
Students Receiving Migrant Education Services	40	47	*	

Physical Fitness Testing

In the spring of each year, California schools are required to administer a physical fitness test to all students in the fifth, seventh and ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet the standards all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period.

Percent of Students Meeting Fitness Standards			
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	20.3	26.6	26.6

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

API Rank			
	2006	2007	2008
Statewide	5	4	4
Similar Schools	7	4	4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-24	9	19	759
African American	-28	23		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-40	12	21	738
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-16	8	16	733
English Learners	-22	3	45	718
Students with Disabilities				

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	23.3

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

NAEP Reading and Mathematics Results for All Students by Grade Level

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

NAEP Reading and Mathematics Results for Students w/ Disabilities and/or English Learners by Grade Level

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities (SWD) and/or English Learner (EL) Students for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level	
	SWD	EL	SWD	EL
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

DataQuest and Access to the Internet

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). 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 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.