



Hawaiian Elementary School

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ABC Unified School District

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A Message from the Principal

The ABC Unified School District places strong emphasis on high academic achievement for all students.

At Hawaiian Elementary our primary focus is on every child succeeding. The Hawaiian staff recognizes that the only way to improve instruction, professional practice, and student achievement is through continuous collaboration and teamwork. Using the "Success for All" reading program along with an intense focus on English Language Development, our students have made great academic gains. Our school's Academic Performance Index score increased by 33 points this last year. We are currently at 725.

The support of parents and the Hawaiian Gardens community are integral parts of our school's program. Staff, parents, and community members work together to make decisions regarding the direction of the educational plan to ensure that instructional programs continue to result in high levels of student achievement. Working together, we have created a dynamic educational community that is committed to the success of every student at Hawaiian Elementary.

Mission Statement

Our Mission Statement is simply "Every child succeeding."

Vision Statement

We see students as:

- Being personally and academically responsible as well as respectful toward cultural diversity.
Speaking respectfully to others and using conflict resolution strategies to resolve conflicts.
Being on task in the classroom using SFA and ELD strategies to improve literacy.
Enthusiastically engaged in monitoring their own academic growth.

We see teachers as:

- Communicating, collaborating, and interacting with all staff to increase student achievement.
Never giving up on any student.
Modeling respectful and professional behavior towards all staff, students, and parents.
Working collaboratively with peers, support staff, and parents openly and cheerfully.
Giving and accepting criticism in a professional, not personal manner.

We see parents as:

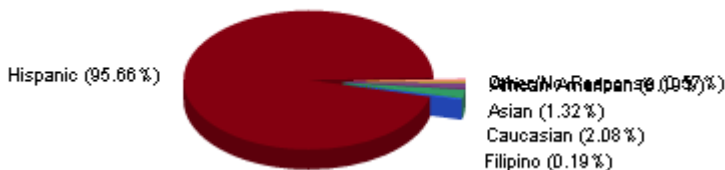
- Welcome in classrooms.
Actively responsible for their child's attendance and study habits.
Keeping contact and emergency information current.
Reaching out to teachers or other staff with needs and concerns.

We see support staff as:

- Trained and confidently promoting the academic goals of the school.
Demonstrating a "can do" attitude.
Abiding by the school norms and leading by example.
We will see time and resources:
Aligned and utilized to support our vision.
Spent on effective interventions.
Fairly distributed and used effectively to increase student achievement.

At Hawaiian Elementary our Vision Statement captures the essence of our hope for our community "Hawaiian Elementary School is the center of learning for a community of learners."

% of Student Enrollment by Ethnicity



School Description

Hawaiian Elementary School first opened its doors to the students and families of Hawaiian Gardens and Long Beach in 1959. Hawaiian Elementary is one of nineteen elementary schools in the ABC Unified School District.

The Hawaiian Elementary school community believes that ongoing education contributes to a high quality life. Hawaiian utilizes all available resources to enable students, staff, and parents to become life-long learners who possess the ability to achieve their utmost potential. We promote a safe, nurturing, and stimulating environment that allows students to actively participate in educational opportunities. Hawaiian provides a welcoming atmosphere in which parents and community members are encouraged to become immersed in our student's educational endeavors. We strive to meet the academic and social needs of all members of our school community by creating a desirable environment where all participants are successful.

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.

Opportunities for Parent Involvement

At Hawaiian Elementary we continue to focus on improving our parent education and parent involvement programs. Parents are invited to be members of our School Site Council, English Language Learner Committee, and our PTA. Parents and community members are invited each month to our "Second Cup of Coffee". This is an opportunity for them to be updated on current school activities, and also ask questions, express concerns, and share ideas.

The quality of school to home communication is an essential part of each child's education. Through events like our Back to School Night, First Grade Visitation, Raising Readers, and Open House we work to establish a rapport that facilitates teamwork with our families. The success of our efforts is evidenced by the increasing levels of parent participation in all parts of our school program. It is important for us to empower our parents to be partners with us in their child's education.

Contact Information

For additional information about organized opportunities for parent involvement at Hawaiian Elementary School, please contact Principal Laurie Cordova at (562) 229-7865.

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	18.0	14.8	19.3	5	5	4					
1st	18.0	16.4	19.8	4	5	4					
2nd	19.0	16.8	18.8	4	4	4					
3rd	19.5	19.5	16.5	4	4	4					
4th	25.7	25.3	25.3				3	3	3		
5th	32.5	27.3	25.7				1	3	3	1	
6th	30.0	31.0	27.0				3	2	3		
K-3											
3-4											
4-8											

School Safety Plan

Hawaiian 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.

Hawaiian 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 20, 2009

Date Last Reviewed with Staff: October 7, 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)	7.9	1.5	2.6	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 Hawaiian 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]	[]	[]	Needed to patch and paint under sink cabinet. Loose ceiling tiles in room 803.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	None needed
Electrical: Electrical	[]	[X]	[]	[]	Exposed wires on cord in rooms 114 and 702 repaired. Light out and missing cover on outlet in room 401. Light out in library. Lights out in MPR.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Adjust drinking fountains in rooms 302, 303 404, 602, 603,
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Post signage to indicate where fire extinguisher is located in rooms 401, 302, 303, 304, 103, 104, 106, 107, 112, 114, 602, 603, 604, 701, 702, 704, 801, 803. Room 404 needed a fire extinguisher. Cabinet in rooms 103, 106, 107, 108, 111, 112, 114. 201, 701, 702, 704, needs to be anchored to wall.

School Facility Good Repair Status

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	None needed
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: 10/7 & 8 /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	26	27	26	918
Without Full Credential	1	1	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	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Professional Development

Hawaiian 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 Hawaiian 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	\$5,853	\$1,376	\$4,475	\$67,915
District	---	---	\$5,433	\$72,259
Percent Difference – School Site and District	---	---	-21%	-3%
State	---	---	\$5,512	\$67,049
Percent Difference – School Site and State	---	---	-18%	4%

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	20	28	31	52	55	58	43	46	50
Mathematics	35	37	45	54	54	57	40	43	46
Science	10	22	27	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				
American Indian or Alaska Native				
Asian	*	*	*	
Filipino	*	*		
Hispanic or Latino	31	45	27	
Pacific Islander	*	*		
White (not Hispanic)				
Male	28	43	31	
Female	34	47	24	
Economically Disadvantaged	32	45	27	
English Learners	25	44	24	
Students with Disabilities	21	7	*	
Students Receiving Migrant Education Services	28	43	44	

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	26.9	20.5	29.5

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	2	2	2
Similar Schools	5	6	6

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	23	6	33	725
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	25	6	35	723
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	23	6	33	725
English Learners	26	-2	47	720
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	Yes	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	1999-2000	
Year in Program Improvement	Year 5	
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.