

# Executive Summary School Accountability Report Card, 2010–11

## For Alvin S. Hatch Elementary

<b>Address:</b>	490 Miramontes St. Half Moon Bay, CA 94019	<b>Phone:</b>	(650) 712-7160
<b>Principal:</b>	Mark Loos, Principal	<b>Grade Span:</b>	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

Hatch Elementary School is located in the Cabrillo Unified School District in the historic coastal town of Half Moon Bay. The school is one of four elementary schools in the district, serving approximately 585 students in kindergarten through 5th grade.

### Student Enrollment

Group	Enrollment
Number of students	584
Black or African American	0.2%
American Indian or Alaska Native	0.0%
Asian	2.1%
Filipino	2.6%
Hispanic or Latino	58.0%
Native Hawaiian or Pacific Islander	0.0%
White	36.8%
Two or More Races	0.3%

Socioeconomically Disadvantaged	54.5%
English Learners	49.0%
Students with Disabilities	6.8%

## Teachers

Indicator	Teachers
Teachers with full credential	27
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	51%
Mathematics	56%
Science	58%
History-Social Science	0%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	794
Statewide Rank (from 2010 Base API Report)	6
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 21

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

A most recent site inspection of Hatch found it to be in good repair.

### Repairs Needed

N/A

### Corrective Actions Taken or Planned

N/A

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,568
District	\$5,995

State	\$5,455
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# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

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., 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.

### 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.

## II. About This School

## Contact Information (School Year 2011–12)

School		District	
School Name	Alvin S. Hatch Elementary	District Name	Cabrillo Unified
Street	490 Miramontes Ave.	Phone Number	(650) 712-7100
City, State, Zip	Half Moon Bay, CA, 94019	Web Site	www.cabrillo.k12.ca.us
Phone Number	(650) 712-7160	Superintendent	Robert Gaskill
Principal	Mark Loos, Principal	E-mail Address	gaskillr@cabrillo.k12.ca.us
E-mail Address	loosm@cabrillo.k12.ca.us	CDS Code	41688906043616

## School Description and Mission Statement (School Year 2010–11)

Hatch Elementary School is located in the Cabrillo Unified School District in the historic coastal town of Half Moon Bay. The school is one of four elementary schools in the district, serving 585 students in kindergarten through 5th grade. The school's attendance area extends from San Gregorio in the south to Wave Avenue and Terrace Avenue in the north. It serves 585 students in Kindergarten through 5th grade. Hatch Elementary houses two programs, a Structured English Instruction program and a District Magnet Spanish Immersion Program.

The District provides a pre-kindergarten summer program. There are two Head Start programs in the community and an on-site Coastside Children's Programs which provides before-after school enrichment, full-time summer activities, pre-school readiness program and extended learning for K –5th grade students.

Hatch has worked with the Noyce Foundation who sponsored the "Every Child a Reader and Writer" Initiative, a research and standards-based writing and reading program more commonly known as the Writing and Reading Workshop. GLAD experts work collaboratively with Hatch in providing on-going training to teachers, coaches, principals and district level administrative staff. It is our goal for all children to read and write at standard or above.

Every student shall be empowered to achieve the highest of skills academically, linguistically, and socially while developing self-esteem and creativity. Students will leave with a multitude of experiences that begin to prepare them for the multi-cultural, technologically sophisticated society of the twenty-first century. We believe education is the shared responsibility of parents, students, and the community in partnership with the school.

## Opportunities for Parental Involvement (School Year 2010–11)

PTO (Parent Teacher Organization): Deb Hedger

School Site Council: Mark W. Loos, Ed.D.

English Language Acquisition Council:

- Mark Loos, Ed.D.
- Josefina Infanzon, Community Relations Assistant
- Gabriela Aguilar, President
- Apolonia Cortez, Vice President

Spanish Immersion Parents Association: Ramona Alvarado

Parents play important roles through their active participation and involvement in the PTO, School Site Council, English Language Acquisition Council, Spanish Immersion Parent Association, and volunteering in the classroom.

Parents and the community members have been exceedingly generous to our school, freely donating time, attention, and money. Their generosity has made our students and teachers feel valued and important. Such feelings contribute directly to educational excellence.

Hatch received \$17,000 from the Cabrillo Education Foundation in November 2011. This community based foundation raises money for the entire school district through an annual campaign and a variety of community events such as the Spring Soiree. The combined group committed funds to the district for the 2011-12 school year in order to further enhance the excellent educational programs. The present endowment of CEF is 2.5 million.

Volunteers help Hatch School in a variety of ways. The front of Hatch was transformed in 2005 into a welcoming environment for our community to enjoy. Community agencies, police, fire, and health organizations, are regularly on campus under the most positive circumstances.

Parents and other volunteers contributed thousands of hours directly to Hatch classrooms, including serving breakfast to our students, teaching Kinder Movement and organizing Playworks games at lunch. Parent volunteers drive on field trips, share their knowledge in the classroom, assist with special projects such as our Young Author's Week, Ocean's Week, and Book Faire, check-out and or drive on field trips. Thousands of additional volunteer hours were given to PTO and district fundraising events.

Community members speak to classes and read stories to the students. Parents have shared their occupational expertise and cultural heritage in many classrooms. Through School Site Council, goals are set for the school to raise student achievement, and categorical dollars are allocated.

The Spanish Immersion Parent Association raises funds to host Amity Scholars from Spanish speaking countries to share their language and culture in the Dual-Language Spanish Immersion Program. They also celebrate the culture by hosting a yearly fiesta and bi-monthly pot-luck dinners.

Hatch parents are kept informed through the use of parent conferences, pupil progress reports and parent education meetings, as well as through school-wide monthly newsletter, classroom newsletters, calendars, web pages, principal's online message and parent group meetings.

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	109	Grade 8	0
Grade 1	101	Ungraded Elementary	0
Grade 2	103	Grade 9	0
Grade 3	85	Grade 10	0
Grade 4	78	Grade 11	0
Grade 5	108	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	584

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
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Black or African American	0.2%
American Indian or Alaska Native	0.0%
Asian	2.1%
Filipino	2.6%
Hispanic or Latino	58.0%
Native Hawaiian or Pacific Islander	0.0%
White	36.8%
Two or More Races	0.3%
Socioeconomically Disadvantaged	54.5%
English Learners	49.0%
Students with Disabilities	6.8%

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

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.4	5	0	0	18.9	6	0	0	18.8	6	0	0
1	20.0	5	0	0	19.8	5	0	0	20.4	5	0	0
2	19.8	4	0	0	18.6	5	0	0	20.8	4	0	0
3	20.0	5	0	0	20.6	4	0	0	21.0	4	1	0
4	30.5	0	2	0	30.5	0	0	3	27.7	1	1	1
5	26.3	1	3	0	26.3	0	0	3	32.7	0	2	1

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

## III. School Climate

## School Safety Plan (School Year 2010–11)

The Comprehensive Safety Plan covers all contingencies and is clearly outlined with staff assignments, supply types, and location of emergency tools and supplies. Our multi-use/cafeteria room is earthquake retrofitted and to be used by the Red Cross as a community refugee center. A Red Cross trailer equipped with emergency supplies is located less than a block from the school. All teachers and staff are fully aware that they will remain with students until parents have picked them up. CPR training has been made available by the PTO; all classes are equipped with up-to-date emergency kits, and telephone access to the office. Parents are encouraged to enclose a family photo and a note in a plastic bag to be placed in the classroom's emergency bag. Fire drills are practiced monthly, earthquake drills quarterly and intruder drills twice a year. The school office maintains a current list of children with special medical needs and medications and a week's supply of food and water are on hand in the cafeteria.

The principal uses the Hatch Headlines to communicate key elements of the safety plan, remind parents of parking lot safety rules, and policy when entering the campus.

Our primary goal is to always provide the safest possible environment for our children.

## Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0.7	0.7	.8	9.4	12.7	13.8
Expulsions	0	0	.17	0.1	0.2	.002

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

A most recent site inspection of Hatch found it to be in good repair.

### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			

<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	26	29	27	167
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

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* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.00%	1.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: 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.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.5	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	.3	
Resource Specialist (non-teaching)	.4	
Other	.375	

Note: Cells shaded in black do not require data.

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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: January 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading – May 2004	Yes	0
Mathematics	Everyday Mathematics Wright/McGraw-Hill 2008	Yes	0
Science	FOSS Science CA Ed. © 2007 Publisher: Delta Education.	Yes	0
History-Social Science	Scott Foresman – History– Social Science for CA – April 2007	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,081	\$2,513	\$5,568	\$60,491
District			\$5995	\$63,285
Percent Difference – School Site and			7.2	4.5

District			
State			\$5,455
Percent Difference – School Site and State			2.1
			4.1

Note: Cells shaded in black do not require data.

**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* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://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: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010–11)

Music Program (PTO)  
PE (District/PTO)  
Art Program (PTO)  
HEAL Program (Grant Funded)  
Playworks (PTO Funded)  
Library (District/PTO).

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,294	\$39,074
Mid-Range Teacher Salary	\$63,026	\$60,172
Highest Teacher Salary	\$78,752	\$78,468
Average Principal Salary (Elementary)	\$96,274	\$95,926
Average Principal Salary (Middle)	\$103,852	\$99,356
Average Principal Salary (High)	\$118,546	\$107,041
Superintendent Salary	\$186,721	\$148,555



	09	10	11	09	10	11	09	10	11
English-Language Arts	48%	54%	51%	54%	56%	57%	49%	52%	54%
Mathematics	58%	58%	56%	50%	51%	52%	46%	48%	50%
Science	40%	58%	58%	58%	54%	57%	50%	54%	57%
History-Social Science	0%	0%	0%	48%	51%	60%	41%	44%	48%

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.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	52%	57%	60%
All Students at the School	51%	56%	58%	0%
Male	46%	57%	60%	0%
Female	57%	56%	55%	0%
Black or African American				
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino	64%	82%	0%	0%
Hispanic or Latino	31%	39%	39%	0%
Native Hawaiian or Pacific Islander				
White	79%	79%	74%	0%
Two or More Races	76%	82%	0%	0%
Socioeconomically Disadvantaged	30%	38%	39%	0%
English Learners	21%	34%	12%	0%

Students with Disabilities	15%	32%	0%	0%
Students Receiving Migrant Education Services	22%	35%	0%	0%

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.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts				58%	60%	66%	52%	54%	59%
Mathematics				59%	54%	61%	53%	54%	56%

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.

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	34%	27%	39%	39%	36%	25%
All Students at the School	N/A					

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.

## California Physical Fitness Test Results (School Year 2010–11)

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* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.50%	30.80%	45.20%

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.

## X. Accountability

### 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* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### 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.

API Rank	2008	2009	2010
Statewide	5	5	6
Similar Schools	2	2	2

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	11	27	-10

<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>	9	21	0
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>	32	32	-14
<b>Two or More Races</b>	N/D		
<b>Socioeconomically Disadvantaged</b>	7	13	11
<b>English Learners</b>	14	24	-7
<b>Students with Disabilities</b>			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
<b>All Students at the School</b>	370	794	2,454	796	4,683,676	778
<b>Black or African American</b>	0		19	729	317,856	696
<b>American Indian or Alaska Native</b>	0		4		33,774	733
<b>Asian</b>	8		58	903	398,869	898
<b>Filipino</b>	11	899	49	876	123,245	859

Hispanic or Latino	210	709	1,143	692	2,406,749	729
Native Hawaiian or Pacific Islander	0		6		26,953	764
White	125	906	1,099	886	1,258,831	845
Two or More Races	1		24	933	76,766	836
Socioeconomically Disadvantaged	194	704	1,068	691	2,731,843	726
English Learners	186	692	953	659	1,521,844	707
Students with Disabilities	30	578	251	539	521,815	595

### 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

## Federal Intervention Program (School Year 2011–12)

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 Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation- N/A

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Calendar of Staff Development created by teachers and reflects the needs of the school. Staff Development is provided in two ways. The district schedules six early dismissal Tuesdays per year (2.75 hours) each session. In addition the staff has early dismissal each Wednesday to review student data and plan collaboratively.

Alvin S. Hatch Elementary

School Accountability Report Card, 2010-2011

Cabrillo Unified

*Provided by the Ed-Data Partnership*

For more information visit [www.ed-data.org](http://www.ed-data.org)