

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



## Hermosa Valley Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Hermosa Valley Elementary	District Name	Hermosa Beach City Elementary
Street	1645 Valley Dr.	Phone Number	310-937-5877
City, State, Zip	Hermosa Beach, CA 90254	Web Site	hbcsd.org
Phone Number	310-937-5888	Superintendent	Dr. Sharon McClain
Principal	Sylvia Gluck	E-mail Address	smcclain@hbcsd.org
E-mail Address	sgluck@hbcsd.org		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

The city of Hermosa Beach can be compared to a vintage postage stamp, colorful, rare and compact. Since 1904 the Hermosa Beach City School District continues to celebrate a long tradition of quality education and focuses our vision to the future; preparing our students to be well rounded life-long learners. We are an eclectic, economically varied community with a unique history, rich in surfing and music legend. As one of two schools in this one square mile city, we are strongly interconnected with the community. Students contribute to community life through ongoing service programs and conversely, community members participate in many school programs, furthering our vision of developing productive citizens. Fundamental to our mission is a competent and caring staff, participation in decision-making, active partnerships with residents, parents, and community, and a safe, orderly and attractive environment. Our curriculum, instructional activities and program development is driven by state and local standards. Student learning is measured by a variety of assessment tools such as California Standards Test (CST) and California Achievement Test (CAT 6) scores, district proficiencies, as well as formal and informal teacher assessments.





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## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	1.00%	White (Not Hispanic)	74.52%
American Indian or Alaska Native	0.89%	Multiple or No Response	6.71%
Asian	6.26%	Economically Disadvantaged	4.00%
Filipino	1.00%	English Learners	1.00%
Hispanic or Latino	9.00%	Students With Disabilities	10.00%
Pacific Islander	0.15%		

## Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05			2005-06		2006-07		
	Number of Classrooms			Number of Clas		Number of Classrooms		
	Avg. Class Size	1-22	23-32	Avg. Class Size	23-32	Avg. Class Size	1-22	23-32
English	27.3	--	15.0	30.1	13.0	30	--	11.0
Mathematics	24.6	6.0	10.0	29.8	12.0	30	1.0	10.0
Science	27.9	--	13.0	30.3	12.0	30	--	11.0
Social Science	27.9	--	14.0	30.4	13.0	30	--	12.0

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Safety of students and staff is a primary concern of the school. Hermosa Valley School is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The disaster preparedness plan, developed in conjunction with local police and fire departments, includes steps for ensuring student and staff safety during a disaster, and complete disaster drills are held once a month throughout the year. Hermosa Valley's School Safety Plan has been implemented and is revised annually by the School Site Safety Committee. The School Site Council approves the School Safety Plan annually.

### Suspensions and Expulsions

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.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	68.00%	46.00%	52.00%	68.00%	46.00%	52.00%
Expulsions	0.00%	1.00%	0.00%	0.00%	0.00%	0.00%

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## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

A new building at Hermosa Valley School has been under construction since January 2006. The plans for the new building at Valley School include: a multi-media center, gymnasium, locker rooms, 2 science classrooms, and restrooms. The project is expected to open in the fall of 2007.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			F YdUJf 'BYYXYX'UbX 5 Wjcb 'HU_Yb'cf 'D'UbbYX
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			Summer 2008-termite extermination
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs		x		Spring & Summer 2008- roof repairs
Overall Cleanliness	x			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

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## IV. Teachers

### Teacher Credentials

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/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	37	32	36	57
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area	1	1	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.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### 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	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

## V. Support Staff

### Academic Counselors and Other 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.

**No Data Available**

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials



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<b>History-Social Science</b>	<p>0%                  0%                  0%                  0%</p>	0%
<b>Foreign Language</b>	7th& 8th grade Spanish- En Espanol, 1 Uno California Edition, McDougal Littell (adopted 2006)	0%
<b>Health</b>	<p>0%                  0%                  0%</p>	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	not applicable	na



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## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### 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).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	76%	79%	79%	77%	80%	79%	40%	42%	43%
Mathematics	77%	81%	81%	78%	83%	81%	38%	40%	40%
Science	73%	71%	79%	73%	71%	79%	27%	35%	38%
History-Social Science	76%	75%	75%	76%	75%	75%	32%	33%	33%

### 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.

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	91%	87%	93%	--
Filipino	77%	83%	--	--
Hispanic or Latino	66%	69%	72%	75%
Pacific Islander	--	--	--	--
White (Not Hispanic)	79%	82%	78%	74%
Male	73%	80%	75%	73%
Female	85%	81%	85%	77%
Economically Disadvantaged	52%	57%	--	--
English Learners	--	--	--	--
Students With Disabilities	43%	58%	42%	27%

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## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	82%	70%	78%	82%	70%	78%	41%	42%	42%
Mathematics	86%	81%	91%	86%	81%	91%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	DfWbhcZGh XYbHg'GWtf]b[ 'Uicf 5 Vcj YR YBU]cbU'5 j YfUj Y	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	83%	92%
Filipino	--	--
Hispanic or Latino	50%	94%
White (Not Hispanic)	82%	91%
Male	77%	93%
Female	80%	88%
Students With Disabilities	70%	93%

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	DfWbhcZ Gh XYbHg'A YY]b[ : ]fbYgg'GHbXUfXg
5	30.0%
7	58.0%

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## IX. Accountability

### Academic Performance Index

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	2004	2005	2006
Statewide	10	10	10
Similar Schools	3	9	10

### 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
	2004-05	2005-06	2006-07	2007
All Students	22	17	-4	905
White (Not Hispanic)	19	16	-5	908

### Adequate Yearly Progress

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

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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/>.

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## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

## 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	Not in PI	Not In PI

## Professional Development

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

Staff members build teaching skills and concepts through participation in conferences and workshops, and school visitations throughout the year. The district offers three staff development days annually during which teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Professional development is also augmented in monthly grade level meetings where teachers collaborate with their colleagues focusing on curriculum. The District Technology Director provides monthly "quick tips" focusing on tools available for teachers within the student information system, PowerSchool.