

SINGLE PLAN FOR STUDENT ACHIEVEMENT

*Hermosa Valley School
Hermosa View School*

2003 - 2004

CDS Code: 1964600 6014047

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following persons:

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Hermosa Beach City School District

The District Governing Board approved this revision of the School Plan on _____

SCHOOL DESCRIPTION AND MISSION STATEMENT

Our district consists of the two school sites of Hermosa View and Hermosa Valley, both situated in the center of Hermosa Beach, a 1.3 square mile community. As a two-school district, we are unique in the South Bay Area. In 1993, Hermosa Valley, then a K-8 site, was named a California Distinguished School and in 1994 a Los Angeles County National Blue Ribbon School Nominee.

Our Mission...To ensure that each student will acquire the skills and values necessary to be lifelong learners and productive citizens.

To fulfill our mission...We will provide a comprehensive K-8 program that is rich in technology and includes a wide variety of learning strategies, experiences, and support services to promote student learning.

Fundamental to our Mission are...Staff participation in decision making, a competent and caring staff, active partnerships with students, parents and community, and a safe, orderly and attractive environment.

Core values...

- Student Centered Schools
- Parent Involvement
- Effective Management of Fiscal Resources
- Technology Education and Application
- Community Involvement
- Safe and Attractive Schools
- Shared Decision-Making
- A Well Balanced and Dynamic Curriculum

Goals...The students will demonstrate the skills and values to be life learners and productive citizens.

The staff will meet district standards of excellence and will be assured opportunities for professional growth and shared decision making.

The schools will be equipped with the latest technology and resources for learning to be effectively used and understood by students, staff and members of the community.

The curriculum will be driven by a clear set of expectations for each grade level.

DISTRICT PROFILE

The Hermosa Beach City School District was established in 1904. In the year of our 100th graduating class, we celebrate our long tradition of quality education and focus our vision to the future, preparing our students to meet new challenges. The District is located in the southwest portion of Los Angeles County and serves the community of Hermosa Beach. We have two sites for our school. Hermosa View houses our kindergarten through second grade students, and Hermosa Valley is home to grades three through eight. Both schools are situated in the center of Hermosa Beach, a 1.3 square mile community. With only two schools, Hermosa Beach is unique in the South Bay. In 1993, Hermosa Valley, then a K-8 site, was named a California Distinguished School, and in 1994, a Los Angeles County National Blue Ribbon School Nominee. In December of 2003, an application was submitted for the 2004 California Distinguished School Award. The District currently employs approximately 55 classroom and specialist teachers for 1040 students. The current student-teacher ration in the District is 20:1 in grades K-3, 26:1 in grades 4-5, and 30:1 in grades 6-8.

Community support and involvement with the school district is extremely active. This is seen in a strong classroom volunteer program, a dynamic PTO group, a proactive Education Foundation, and on-going support from community businesses. In 2003, a bond measure, Measure J, was passed in the city of Hermosa Beach to address a school modernization program. Integral to the modernization will be expansion of our nationally recognized technology program as well as additional classrooms to help maintain class size reduction and to accommodate student population growth. In addition, a new gymnasium, science labs, a library, and other classrooms are in the plans

As we face declining revenues from state and federal governments, our major challenge for the next few years will be to maintain our strong academic programs and an enriched educational environment.

Demographic Information **Student Enrollment, by Grade Level**

Grade Level	Enrollment
Kindergarten	126
Grade 1	110
Grade 2	104
Grade 3	93
Grade 4	124
Grade 5	118
Grade 6	129
Grade 7	116
Grade 8	124
Total	1044

ETHNICITY:

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	6	1	Hispanic or Latino	87	12
American Indian or Alaska Native	5	1	Pacific Islander	2	-
Asian-American	51	7	White (Not Hispanic)	543	77
Filipino-American	9	1	Other	1	-

STUDENT STUDY TEAM:

This team is made up of the student's current teacher(s), parents, an administrator, and the Student Study Team coordinator. Counselors or other specialists meet as

required. Students may be recommended for a Student Study Team review by any of the team members, including parents. The student's academic and social progress are discussed, and a plan to assist the student is developed. As a result of this process, students are sometimes recommended for assessment to determine eligibility for special education or other services.

TITLE I:

All district students from grades one through eight are eligible to receive Title I services as appropriate. Students are identified through a combination of local assessments, CAT/6 and California Standards Tests results, teacher recommendation, and school achievement. Upon eligibility, students receive direct instructional support in the areas of reading and math. Based on available funding, services may be provided before school, after school, and during general education classes with both direct instruction and technology-assisted instruction.

View students benefit from the Accelerated Reader Program and Valley will begin implementation this school year. This program benefits all students, including Title I students, and enhances reading comprehension and motivation for reading.

DIFFERENTIATED INSTRUCTION:

A district-wide area of focus for professional development has been to train our teachers in techniques of Differentiated Instruction. Through extensive training, teachers have been able to explore ways to address the needs of high achieving students while at the same time challenging learners at all levels.

SPECIAL EDUCATION:

Students with special needs are served based on their Individual Education Plans. Many students are mainstreamed for the majority of the day and enrolled in core classes. They are given the opportunity for specialized instruction during the day with a credentialed resource teacher. Other students attend special day classes in Redondo Beach, when appropriate. Instructional aides are in the regular classrooms to assist students as needed. Our goal is to give students the least restrictive environment while making sure their special needs are met.

The district is very involved with the S.E.L.P.A. where additional resources, services and delivery options are available.

ADAPTIVE P. E. AND SPEECH AND LANGUAGE PROGRAMS:

Based upon their individualized education plan, students are given specialized instruction by teachers trained in these areas. They are taught in small groups or individually. We contract with Los Angeles County for these services.

COUNSELING SERVICES:

Students receive counseling services from a district school psychologist. The Beach Cities Health District also provides part-time counselors to assist students at risk. The principals at both schools provide counseling daily in their interactions with students. At Hermosa Valley School, a "Canine Companion for Independence" facility dog is on campus and also visits the View school site on occasion.

PARENT EDUCATION AND INVOLVEMENT:

Parents are informed of their students' progress and activities by way of parent newsletters, "Wednesday packets", parent-teacher conferences, Student Study Team

meetings, and report cards. The district has recently purchased a student information system that enables middle school parents to go on-line and access student academic information. Two way communications are available on the *PowerSchool* system. Within the next year or two, this will be made available to parents of students from kindergarten through eighth grades. Translators are available in Spanish on the school site. Through our SELPA, a list of translators for other language groups is available. Hearing-Impaired parents are provided with sign language interpreters.

PROGRAM IMPROVEMENT PROCESS:

Program improvements are developed with input from staff, parents, and administration. They reflect our understanding of best practice in the areas of school climate, learning environment, curriculum and student development.

“Standards Based Education” calls for defining explicit content and performance standards in every classroom. The goal of the Hermosa schools is to engage all students in a vigorous academic program, while keeping a school culture that is caring and nurturing. As such, it will be the target of our school improvement plan.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE:

The following statements characterize educational practice at Hermosa View and Hermosa Valley Schools:

1. Alignment of curriculum, instruction and materials to content and performance standards:

As California went forward with the process of aligning the state testing and accountability program with California content standards, Hermosa View / Valley began the process of instituting a fully Standards Based Instructional Program in all grades. The process included bringing together teachers, parents, and administrators to review the California content standards and then selecting “power standards” at each grade level. *Power standards are identified by their endurance - value beyond a single test date, leverage - knowledge and skills that will be of value in multiple disciplines, and readiness for the next level of learning - essential knowledge and skills that are necessary for success in the next grade or the next level of instruction* These standards are re-evaluated by the staff each year to ensure that our students are meeting the achievement levels set by the state. Curriculum is modified and refined as needed.

2. Availability of standards-based instructional materials appropriate to all student groups:

In order to develop and maintain a high quality standards based program, standards-aligned textbooks and other instructional materials must be available. At Hermosa View / Valley, a different subject area is targeted each year for the piloting of potential new standards-based textbooks. In this way, the district is able to ensure continual updating and renewal of materials. All the texts eventually selected are standards-based and clearly bullet point exactly the standards being addressed in each section. It is important to note that text selection is a collaborative process in the district. Faculty, administration, and parents build teams and work to provide the best materials possible for our students. Consensus among the teachers is also essential as they work together to design lesson delivery and a continuum of instructional topics.

3. Alignment of staff development to standards, assessed student performance and professional needs:

At Hermosa View /Valley, teachers receive on-going training in current best practices in elementary education. For the past two years, for example, teachers have undergone extensive workshop training in differentiated instruction, which has become an important focus for our school. Differentiated instruction adds to our innovative instructional programs and further supports a student-centered approach to education. In addition to differentiated instruction, a wide array of targeted professional development activities prepare teachers, administrators, pupil personnel services and other staff at Hermosa View /Valley to help our students meet state standards. These activities include training to meet individual staff needs and increase student achievement in all subgroups as well as training to support district-wide focus areas. For example, new primary teachers are given specific reading, math, and writing in-service opportunities to help them develop skills and research-based teaching strategies for reaching young learners and students with special needs. At the same time, other staff members are offered training in their respective areas of need.

4. Services provided by the regular program to enable Underperforming students to meet standards:

The Hermosa staff has been trained in differentiated Instruction to meet the needs of all students. All teachers use multiple strategies to meet the needs of Underperforming students, including the use of parent volunteers, instructional assistants, materials for re-teaching and review, modified assignments and homework, flexible grouping, peer-tutoring, and individualized attention. Student who need extra support are given supplemental instruction through Title I and special education.

5. Services provided by categorical funds to enable Underperforming students to meet standards:

Underperforming students are given assistance through Title I, differentiated instruction, and special education funds.

6. Use of state and local assessments to modify instruction and improve student achievement:

The staff continually monitors student achievement through teacher assessments, Accelerated Reader, and state assessments. In addition, the district has developed a writing rubric for grades K-8 which meets or exceeds the content standards for writing. The writing test is used in the fall and the spring to assess student performance and modify instruction to meet identified needs. In addition, the K-8 staff developed a mathematics assessment aligned to the state standards. This performance test is administered three times in the school year to evaluate student progress and areas of need. Instruction is modified as needed. In response to standardized testing, grade level teams analyze statistical results and re-align curriculum to ensure student progress.

7. Number and percentage of teachers in academic areas experiencing low student performance:

Heterogeneous grouping prevents the tracking of Underperforming students in any one class. One exception to this occurs in middle school math classes. Seventh and eighth students are assigned to math classes based on multiple measures of performance including teacher recommendation, report card grade, U.C. Algebra and Geometry Readiness Tests, and STAR Test results.

8. Family, school, district and community resources available to assist these students:

The district employs a highly dedicated staff who take on extra duties that directly assist students in their classes and school-life. Extra duties include math club, after-school coaching, and the 7:30 a.m. club, to name a few. District parents are active volunteers in elementary classrooms assisting with reading and math. Other resources include the Young at Art program, Beach Cities Health District (P.E. and counseling), D.A.R.E., PTO, Education Foundation, Rotary and Kiwanis Club provide projects and funding sources. The STAR Program offers before and after-school enrichment activities

9. School, district and community barriers to improvements in student achievement:

Lack of district funding remains a barrier to improvements in student achievement. There are both inadequate funding and social services for students with significant social and emotional problems that affect their academic performance. In addition, funding limits make it difficult to consistently hire effective, well-trained educational assistants.

10. Limitations of the current program to enable Underperforming students to meet standards:

Overly categorized state funding does not allow staff sufficient opportunities to allocate limited resources in ways that work best for our specific population.

Academic Data

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2000	2001	2002
2	54	56	72	63	57			32	32
3	67	71	67	66	66	67	---	30	34
4	64	66	73	64	68	73	---	33	36
5	53	56	85	58	56	85	---	28	31
6	63	60	76	63	59	76	---	31	30

7	71	71	73	63	71	73	---	32	33
8	61	75	64	68	70	64	---	32	32

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2000	2001	2002
2		78	85		78	85			43
3	---	73	77	---	73	77	---	---	38
4	---	69	64	---	72	64	---	---	37
5	---	44	61	---	54	61	---	---	29
6	---	59	79	---	61	79	---	---	32
7	---	70	68	---	62	68	---	---	29
8	---	77	74	---	70	74	---	---	26
8 Alg.			100						

CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	53	58	43	57	45	58
3	62	73	60	68	86	67
4	68	78	38	73	67	73
5	84	84	33	84	62	86
6	74	80	33	76	38	75
7	65	80	43	73	44	73
8	57	70	0	65	70	65

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-Economically Disadvantaged	Not Socio-economically Disadvantaged
2	84	73	57	81	67	81
3	76	74	80	78	86	77
4	62	71	67	64	50	73
5	69	46	44	60	36	62
6	79	70	83	79	25	78
7	66	64	86	68	69	68
8	71	73	33	74	80	75
8 Alg	100	100		100		100

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade	African-	American	Asian-	Filipino-	Hispanic	Pacific	White
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Level	American	Indian or Alaska Native	American	American	or Latino	Islander	(not Hispanic)
2	50		67		40		55
3	50	---	80	---	50	---	72
4	0	---	73	---	100	---	66
5	0	---	83	---	33	---	53
6	25	---	67	---	60	---	61
7	60	---	73	---	50	---	72
8	75	---	87	---	100	---	70

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
2	100		89		80		75
3	50	---	100	---	50	---	72
4	0	---	88	---	50	---	68
5	0	---	75	---	33	---	39
6	25	---	67	---	60	---	60
7	20	---	87	---	67	---	71
8	75	---	88	---	100	---	73

Stanford 9 (SAT 9) and CAT6

Reading and mathematics results from the Stanford 9 test and the new California Achievement Test, 6th Edition are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. CAT6 scores begin in 2003. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 – Reading/CAT 6

Percentage of students scoring at or above the 50th percentile

Grade Level	School				District				State			
	2000	2001	2002	2003	2000	2001	2002	2003	2000	2001	2002	2003
2	90	88	82	88	90	86	83	88	49	51	53	
3	86	85	82	77	86	85	82	77	44	46	47	
4	78	85	81	62	82	81	83	62	45	47	49	
5	79	74	73	81	78	77	79	81	44	45	46	
6	81	84	75	83	76	82	80	83	46	47	48	
7	83	87	83	87	87	82	83	82	46	48	48	
8	76	82	90	78	85	86	88	88	49	50	49	

SAT 9 – Mathematics/CAT 6

Percentage of students scoring at or above the 50th percentile

Grade Level	School				District				State			
	2000	2001	2002	2003	2000	2001	2002	2003	2000	2001	2002	2003
2	91	85	93	87	91	85	93	87	57	58	62	
3	97	96	87	85	90	93	93	85	56	59	62	
4	85	88	86	82	85	86	86	82	51	54	58	
5	89	90	88	86	86	87	87	86	50	54	57	
6	86	91	84	87	87	86	88	87	55	57	60	
7	86	83	88	79	87	84	85	79	48	50	52	
8	87	84	92	85	87	84	85	85	48	49	50	

SAT 9 - Subgroups – Reading/CAT 6

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	77	86		83		84
3	81	82	---	83	---	81
4	77	85	---	84	---	81
5	67	79	---	77	---	76
6	67	83	---	77	---	77
7	79	88	---	84	73	84
8	83	96	---	92	---	90

Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile.

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
2	---	---	---	---	---	---	81
3	---	---	---	---	---	---	81
4	---	---	88	---	---	---	81
5	---	---	92	---	---	---	72
6	---	---	87	---	---	---	73
7	---	---	85	---	---	---	82
8	---	---	87	---	---	---	90

SAT 9 - Racial/Ethnic Groups – Mathematics/CAT 6

Percentage of students scoring at or above the 50th percentile.

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
2	---	---	---	---	---	---	86
3	---	---	---	---	---	---	86
4	---	---	94	---	---	---	86
5	---	---	99	---	---	---	86
6	---	---	93	---	---	---	82
7	---	---	92	---	---	---	89
8	---	---	99	---	---	---	90

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	33.1	34.9	28.6	33.1	34.9	28.6			
7	36.1	41.3	32.1	36.1	41.3	32.1			

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socio-economically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov/> or by speaking with the school principal.

School Wide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percentage Tested	100	100	100	Percentage Tested	98	99	98
API Base Score	851	858	852	API Growth Score	A	A	A
Growth Target	A	A	A	Actual Growth	7	-6	
Statewide Rank	10	10	10				
Similar Schools Rank	10	7	4				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
Asian-American				Asian-American			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
Filipino-American				Filipino-American			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
Hispanic or Latino				Hispanic or Latino			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
Pacific Islander				Pacific Islander			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	866	873	867	API Growth Score	873	883	859

Growth Target	---	#	A	Actual Growth	7	10	-8
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API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

***The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award	YES	YES	NO	Recognition for Achievement (Title 1)	NO	NO	NO
Eligible for II/USP	NO	NO	NO	Identified for Program Improvement (Title 1)	NO	NO	NO
Applied for II/USP \$	NO	NO	NO	Exited Title 1 Program Improvement	NO	NO	NO
Received II/USP \$	NO	NO	NO				

Curriculum and Instruction School Instruction and Leadership

Leadership at Hermosa Valley School is a responsibility shared between district administration, the principal, instructional staff, students and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district academic content standards. Leadership teams at Hermosa View and Valley Schools include the Grade Level Teams, the Principal's Advisory Council, the Curriculum Teams, the School Culture and Discipline Team and the School Site Council.

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers three staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies and methodologies. Topics for staff development for the 2002-2003 school year included:

- | | |
|---|--------------------------------|
| Reading Assessment Program | Technology |
| Curriculum and Content Standards Alignment | Differentiated Instruction |
| Mathematics Assessment and Benchmarks and Modifications | Spec. Education Accommodations |

Hermosa Beach City School District participates in both Beginning Teachers Support and Assessment (BTSA), which is a mentoring program for new teachers, and Peer Assistance and Review (PAR), a program that pairs exemplary teachers with others to assist in teaching strategies. Middle school teachers also meet twice monthly to collaborate as an entire group and by grade level or subject area. This collaboration assists the teachers in meeting the instructional needs of every middle school student.

Quality and Currency of Textbooks and Other Instructional Materials

Hermosa Beach City School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. Hermosa Beach City School District follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle. A committee consisting of administrators and teachers

establishes selection criteria based on state academic content standards, reviews instructional materials on the state adoption list and makes recommendations to the Board of Education for final adoption.

During the 2001-02 school year, grades K-5 adopted the Harcourt Brace Social Science textbook series, the Houghton Mifflin Mathematics textbook series and the McDougal Littell Mathematics textbook series for grades 6-8. State approved language arts adoptions are taking place during the 2003-2003 school year.

Hermosa View/Valley Schools have a comprehensive library/multimedia center stocked with over 12,000 textbooks, reference and recreational reading materials. The library is staffed by full-time librarians. Plans are underway to include computers with Internet access to improve students' research skills. An in-classroom mini library provides students with a wide array of reading materials. State and local funds have been used to continue to upgrade the library resources.

Computer skills and concepts, integrated throughout standard curriculum, prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule, including self-paced instructional programs in reading and math. Each classroom has an average of three networked computers.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,625	50,400
2	50,625	50,400
3	54,625	54,400
4	55,845	54,000
5	55,845	54,000
6	59,535	54,000
7	59,535	54,000
8	59,535	54,000

Total Number of Minimum Days

For the 2001-2002 school year Hermosa Beach City Schools offered 180 days of instruction comprised of 176 regular days and four minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Conclusions from Student Performance Data:

Overall, students at View and Valley exceed students statewide in both the CAT6 and the California Standards tests. Our subgroups are too small to be significant, but we have some students who are not successful, both academically and socially.

Conclusions from Parent and Teacher Input:

To improve student achievement in reading, we are purchasing and implementing the Accelerated Reader program for grades K-8 (It is now at K-2). We also need to put more emphasis on the emotional and social well-being of our students by providing them with healthy alternatives to enhance physical well-being and healthy alternatives after school and during the day when they have free time. Training teachers to use the new state-adopted instructional materials is also a key factor in helping students learn.

School Goals for Improving Student Achievement

Goal #1: Support teachers by providing release and training time for them to utilize new materials and technology that accompanies the adoptions.

Goal #2: Begin implementation of Accelerated Reader in 2004 at grades three through eight.

Goal #3: Provide time during the instructional day for small group instruction as well as science.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, accelerated students, and students with exceptional needs.

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites

Proposed Expenditures	Estimated Cost	Funding Source
4-5 Science Teacher	\$16,318.00	SIP
Learning Center, Tech. Aide, and Librarians	\$86,199.00	SIP
Tech. Support	\$19,059.00	SIP
Total	\$121,576.00	SIP

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II

State Programs

Economic Impact Aid/ State Compensatory Education Amount: \$ 0

Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/ English Learner Program Amount: \$

7,356

Purpose: Develop fluency in English and academic proficiency of English learners.

Miller-Unruh Special Reading Program Amount: \$ 0

Purpose: Prevent and correct reading disabilities at the earliest time for all students.

Professional Development Amount: \$

15,936

Purpose: Promote school improvement by long-term professional development of school staff.

School Improvement Program Amount: \$

121,576

Purpose: Improve school response to educational, personal and career needs of all students.

Other State or Local funds (list and describe)

Title II Amount: \$ 49,787

Title IV: Safe and Drug Free Schools Amount: \$ 8,126

TUPE: Tobacco education for grades 4 - 8 Amount: \$ 3,432

Title III Amount: \$ 1,535

BTSA: Program for new teachers/staff development Amount: \$ 10,501

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program Amount: \$ 0

Purpose: Upgrade the entire educational program of the school.

Title I: Targeted Assistance Program Amount: \$ 139,453

Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs Amount: \$ 3,889

Purpose: Support educational improvement, library, media, and at-risk students

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Carol Caballero, View	X				
Linda Cohen, Valley	X				
Debbie Cullen, View		X			
Marlene Ramirez, View		X			
Ann Fallgren, Valley		X			
Carole Poertner, Valley		X			
Sherree Riley, View, Valley			X		
Larry Peha				X	
Margaret Harrell				X	
Lisa Arnett				X	
Dana Cantelmo				X	
Gabi Adler				X	
Sandy Brown Dzus				X	
Beth Cross				X	
Numbers of members of each category	2	4	1	7	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

_____ School Staff

_____ Parent Teacher Organization

_____ Hermosa Beach Education Foundation

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: February 2, 2004

Number Pages Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC chairperson

Signature of SSC Chairperson

Date

