

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



Hermosa View 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 on the 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

DataQuest

DataQuest is an online data tool located 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

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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Hermosa View Elementary	District Name	Hermosa Beach City Elementary
Street	1800 Prospect Ave	Phone Number	310-937-5877
City, State, Zip	Hermosa Beach, CA 90254	Web Site	hbcsd.org
Phone Number	310-798-1680	Superintendent	Bruce Newlin
Principal	Sylvia Gluck	E-mail Address	bnewlin@hbcsd.org
E-mail Address	sgluck@hbcsd.org	CDS Code	1-964600601404

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Welcome to Hermosa View School! Hermosa Beach City School District's youngest students fill 20 classrooms on our beautiful campus. 400 students in Kindergarten, First and Second Grades receive instruction from an exceptional staff of 20 full time teachers. All classes are limited in size to 20 students. Additional assistance is also provided by the school librarian, music teacher, physical education instructor, a speech therapist, resource specialist, reading specialist, school counselor and instructional assistants.

Hermosa View has been recognized twice as a California Distinguished School (1992-1993 & 2004-2005) and during the 2005-2006 school year was awarded a National Blue Ribbon Award. The September 2006 edition of Los Angeles Magazine named Hermosa View as one of 60 GREAT elementary schools in the Los Angeles area and we have been recognized for three consecutive years by the Los Angeles Business Association for our exceptional academic achievement. Our API was 943 for the 2007-2008 school year. Our exceptional teachers provide a rich and differentiated curriculum to our students. Additionally, Hermosa's award winning technology director keeps us on the cutting edge of computer and technology instruction. Students enjoy the visual and performing arts. Our music program includes vocal music instruction as well as experiences using a variety of musical instruments culminating in a delightful holiday performance for parents.

After school enrichment classes are offered 5 days each week through Kids Kabaret and S TAR Programs include classes in cheerleading, woodworking, cooking, clay creations, Legos, soccer, musical performance and skateboard building. The after school program has been a huge success.

Our Parent Volunteers are phenomenal! They donate countless hours in the classrooms and also coordinate and teach the docent run Young at Art Program, Nutrition Education Program and Garden Program. We couldn't do it without them! Our parents provide a tremendous amount of support to the educational programs at our school through various fund raisers and student activities. Please check the web page for links to PTO (Parent Teacher Organization) and HBEF (Hermosa Beach Education Foundation). You can meet other wonderful families by joining one or both of these very special organizations.

Our Community takes good care of us, too! Organizations such as Rotary, Kiwanis, Women's Club, Beach Cities Health District, Hermosa Beach Police Department, Hermosa Beach Firemen and the City of Hermosa Beach lend financial and educational support to our school.

If you have any questions you may contact me, Sylvia Gluck, at sgluck@hbcasd.org

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Jenn Auville and Camille Goldstein

Contact Person Phone Number: 310-937-5888

High parental involvement is a unique characteristic to the Hermosa Beach City School District. The two schools within the district: Hermosa Valley and Hermosa View are supported by the same organizations. The Parent Teacher Organization (PTO), the Hermosa Beach Education Foundation (HBEF) and the Excellence in Education Challenge Committee (EEC) are parent organizations which contribute a lot of fund-raised revenue to provide educational materials and programs for the district. The School Site Council is comprised of parents and district personnel and their purpose is to monitor student progress and allocate School Site Council Funds to support educational programs.

** PTO: The Hermosa Valley/View PTO welcomes each of you to our wonderful Hermosa schools. "PTO" stands for Parent-Teacher organization, and all of our Hermosa View and Hermosa Valley parents, guardians and teachers are automatically members. The PTO is a 501(c)(3) charitable organization which was established to support and promote academic excellence in our schools. The purpose of the PTO is to enrich the school's activities through parent and teacher participation and to encourage community support of education. With the monies raised from fund raisers and donations, and the generous gifts of time and talent from our volunteers, the PTO is able to support students and staff with supplies, equipment, and special programs. <http://www.hvpto.com/>

** HBEF: The Hermosa Beach Education Foundation is a nonprofit organization run entirely by volunteers to raise funds for Hermosa Beach public schools. Their focus is to support programs not provided by state funding. <http://www.hbef.com/>

** Excellence In Education Annual Appeal: The Excellence in Education Annual Appeal is the name given to the annual fundraising effort to bridge any remaining budget shortfall, after all HBEF and HVPTO fundraising has been taken into account. Collectively, these three fundraising arms work together to cover the projected budget shortfall that Federal and State funds fail to cover each year. The EEC is a committee of parent volunteers who work in conjunction with the HBEF, PTO and school administration to raise money through an appeal to parents and the community in the school district. These parents have made saving all at-risk programs in Hermosa a priority and reach out to parents and the community for donations. In 2006, the appeal raised \$339k and saved all programs in the Hermosa School District. In 2007, the appeal raised \$474k and also saved all programs and in 2008 raised one million dollars. Please visit their website at: <http://www.hbef.com/Excellence%20in%20Ed%20Challenge>

** School Site Council: The School Site Council consists of parents and teachers dedicated to improving curriculum and instruction and increasing volunteer service at our school. The School Improvement budget provides instructional materials and equipment, staff development, curriculum development, and a professional library. The School Site Council consists of parents and teachers dedicated to improving curriculum and instruction and increasing volunteer service at our school. The School Improvement budget provides instructional materials and equipment, staff development, curriculum development, and a professional library. <http://hbcsd.org/schoolsite>.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	165	Grade 8	0
Grade 1	140	Ungraded Elementary	0
Grade 2	98	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	403

Student Enrollment by Group (School Year 2007-08)

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	0.74%	White (not Hispanic)	78.16%
American Indian or Alaska Native	--	Multiple or No Response	8.93%
Asian	4.96%	Socioeconomically Disadvantaged	1.00%
Filipino	1.99%	English Learners	--
Hispanic or Latino	5.21%	Students with Disabilities	14.00%
Pacific Islander	--	n/a	--

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	19.1	9	0	0	18.7	7	0	0	20.0	7	0	0
1	20.7	2	4	0	19.9	7	0	0	19.9	7	0	0
2	20.0	5	0	0	20.0	6	0	0	20.0	5	1	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
k-3	20.0	2	0	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

Average Class Size and Class Size Distribution (Secondary)

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	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	10.0	1	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

III. School Climate

School Safety Plan (School Year 2007-08)

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

Safety of students and staff is a primary concern of the school. The 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. View's School Safety Plan has been implemented and is revised annually by the School Site Safety Committee. It is approved annually by the School Site Council in March.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.0	0.0	4.0	0.0	0.0
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

Date School Safety Plan last reviewed: 3/5/2009

IV. School Facilities

School Facility Conditions

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.

Hermosa View School contains 17 classrooms, a library, a multipurpose room, a computer lab and an administration building. Hermosa View was originally built in 1953 with classrooms being added in 1956. The site was closed in 1985 and re-opened in 1992-1993 school year. Additionally, in 1996 six classrooms were added and in 2000, a multi-purpose room building was added. Modernization projects started during in 2000 and were completed in 2004. All buildings are cleaned daily and are in good condition.

Planned Improvement

The District is in the process of updating its' Facility Master Plan.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

School Facility Good Repair Status (School Year 2008-09)

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			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)		X		District had a security audit completed. The audit recommended that the District install gates and new fences to enclose the school perimeter and replace old gates and fences.
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			District is participating in an energy audit of all electrical and HVAC systems.
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds		X		District continues to seek funds to replace playground structures. Structures are inspected quarterly and repaired as needed.
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		X		

Date of inspection: 1/20/2009

Completion date of inspection form: 1/20/09

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

V. 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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	23	21	22	61
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	--	--	--	n/a

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page 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%
High-Poverty Schools in District	--	--
Low-Poverty Schools in District	100.0%	0.0%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Library Media Teacher (Librarian)	0.0	--
Library Media Services Staff (paraprofessional)	0.8	--
Psychologist	0.5	--
Social Worker	0.0	--
Nurse/a	0.2	--
Speech/Language/Hearing Specialist	1.0	--
Resource Specialist (non-teaching)	0.5	--
Other	.75 health aide	--

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

In order to develop and maintain a high quality educational program, standards-aligned textbooks and other instructional materials must be available. At Hermosa View, a different subject area is targeted each year for piloting of potential new standards-based textbooks. In this way, the district is able to ensure continual updating and renewal of materials. All the textbooks eventually selected are standards-based and clearly bullet point the standard(s) being addressed in each section. It is important to note that textbook 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.

Every student at Hermosa View School maintains their own textbooks in the area of math, language arts, science and social sciences that is kept in the classroom. Standards-aligned consumable workbooks compliment many of the adopted textbooks and are used in class as well as for homework. The textbooks adopted are consistent with content standards and cycles of the curriculum frameworks, as mandated by the California State Board of Education.

Based on the current economic uncertainty of the California Budget, the Hermosa Beach City School District did not elect to move forward with the 2007-2008 Mathematics adoption. Currently, the District's Curriculum Council is exploring the approved list of mathematics publishers and is looking to implement a new mathematics series for the 2009-1010 school-year. Currently, grades K-2 are using the McGraw-Hill School Division, McGraw-Hill Mathematics, CA Edition which was adopted 2001. The content within the textbook series is aligned with the California State Content Standards as adopted by the California Department of Education in 1997. The District will proceed with piloting a Language Arts adoption in the spring of 2010.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

n/a

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Grades K-2 Houghton Mifflin: Reading: A Legacy of Literacy, CA Edition	2002
History-Social Science	Grades K-1 Pearson Scott Foresman, Scott Foresman History Social Science for CA and Grade 2 Harcourt School Publishers, Reflections: California Series	2006
Mathematics	Grades K-2 McGraw Hill School Division, McGraw-Hill Mathematics, CA Edition	2001
Science	Grades K-2 MacMillan McGraw-Hill, CA Science	2008

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

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%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: October 2007

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$2,377.00	\$547.00	\$2,944.00	\$65,667.00
District	n/a	n/a	\$0.00	\$68,193.00
Percent Difference – School Site and District	--	--	--	3.8%
State	n/a	n/a	\$5,300.00	\$61,488.00
Percent Difference – School Site and State	--	--	80.0%	6.4%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I Funds received from federal government supplement services to pay for a reading specialist who provides remedial reading instruction to students in grades K-2.

EIA Funds are utilized to provide a para-professional to the district who is responsible in assisting ELL students in acquiring English skills.

The Beach City School District has provided a grant to the Hermosa Beach City School District that provides the following services: elementary physical education specialist, school health aides, nutrition education and 12 hours of counseling services.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,683.00	\$39,773.00
Mid-Range Teacher Salary	\$68,279.00	\$61,167.00
Highest Teacher Salary	\$77,329.00	\$78,093.00
Average Principal Salary (Elementary)	\$91,258.00	\$97,851.00
Average Principal Salary (Middle)	\$0.00	\$102,064.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$126,947.00	\$140,582.00
Percent of Budget for Teacher Salaries	44.6%	41.0%
Percent of Budget for Administrative Salaries	9.2%	5.9%

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	87%	82%	88%	80%	79%	81%	42%	43%	46%
Mathematics	90%	83%	84%	83%	81%	84%	40%	40%	43%
Science	--	--	--	71%	79%	91%	35%	38%	46%
History-Social Science	--	--	--	75%	75%	78%	33%	33%	36%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	92%	92%	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--
White (not Hispanic)	86%	82%	--	--
Male	88%	88%	--	--
Female	88%	80%	--	--
Economically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	71%	86%	--	--
Students Receiving Migrant Education Services	--	--	--	--

California Physical Fitness Test Results (School Year 2007-08)

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 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 Physical Fitness Testing Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	--
7	--
9	--

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

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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	2005	2006	2007
Statewide	10	10	10
Similar Schools	10	10	5

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			Growth API Score 2007-08
	2005-06	2006-07	2007-08	
All Students at the School	19	-39	34	943
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--
White (not Hispanic)	12	-47	33	941
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

AYP Overall and by Criteria (School Year 2007-08)

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 (School Year 2008-09)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	--	
Percent of Schools Currently in Program Improvement	--	

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

The Hermosa Beach City School District recognizes the importance of offering high quality staff development opportunities for classified and certificated staff. The district offers three staff development days annually during which teachers are offered a variety of professional growth opportunities.

Staff members build teaching skills and concepts through participation in conferences and workshops, and school visitations throughout the year. 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, Power School.

Additionally, the Hermosa Beach City School District is a member of the South Bay Beginning Teacher Support and Assessment (BTSA) Consortium. The BTSA program provides mentoring for first and second year educators new to the teaching profession. Teachers in this program attend a variety of training opportunities during the school year and are coached and supported by their mentor teacher.

Professional Development Days

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

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	3	3	3