

# Hermosa View School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

## About This School

#### **School Contact Information (School Year 2019-20)**

| Entity                            | Contact Information     |
|-----------------------------------|-------------------------|
| School Name                       | Hermosa View School     |
| Street                            | 1800 Prospect Avenue    |
| City, State, Zip                  | Hermosa Beach, CA 90254 |
| Phone Number                      | 310-798-1680            |
| Principal                         | Sylvia Gluck            |
| Email Address                     | sgluck@hbcsd.org        |
| Website                           | hbcsd.org/view          |
| County-District-School (CDS) Code | 19-64600-6014047        |

| Entity                | Contact Information                |
|-----------------------|------------------------------------|
| <b>District Name</b>  | Hermosa Beach City School District |
| <b>Phone Number</b>   | 310-937-5877                       |
| <b>Superintendent</b> | Patricia Escalante                 |
| <b>Email Address</b>  | pescalante@hbcasd.org              |
| <b>Website</b>        | hbcasd.org                         |

## School Description and Mission Statement (School Year 2019-20)

Hermosa View provides the District's youngest learners with a comprehensive TK-3rd grade educational program. As a school, we strive to differentiate instruction through our daily practice of Readers and Writers Workshop along with Cognitive Guided Instruction in mathematics. Hermosa View School's intimate size has created a neighborhood school culture in which student social, emotional, physical, and intellectual development are continually monitored and nurtured. We have partnered with Beach Cities Health District (BCHD) to augment social emotional learning through the implementation of Mindup and continue to develop wellness with the LiveWell Kids curriculum. Throughout the school year, students are exposed to a variety of enrichment opportunities through music, STEAM, mindfulness, garden/nutrition, physical education and blended learning opportunities. The high level of involvement of our parents and community is a true reflection of the value placed on the tradition of excellence we expect for the children in Hermosa Beach.

The commitment to high levels of academic achievement were seen in 2019, from the data received from the California Assessment of Student Performance and Progress (CAASPP) 3rd grade test results. 76.39% Met or exceeded standard for English Language Arts and 83.21% met or exceeded standard for math.

For the 2018-2019, enrollment of 563 students is comprised of the following ethnic groups: African American 0.9%, Asian 4.4%, Hispanic 13.9%, Two or More Races 12.1%, and white 68.7%. We currently maintain the following student groups: English Learners 2.1%, Socioeconomically disadvantaged 3.6% and students with disabilities 9.1%.

Hermosa View has been awarded the following accolades:

- 2018 1st Place, Sandy Hook Promise: Start with Hello Community Reach and Sustainability Award
- 2016 California Gold Ribbon School
- 2016 District Administration- District of Distinction for Innovative Initiative for Emotional and Physical Mindfulness
- 2016 Blue Zones School Award- Blue Zones Project and Beach Cities Health District
- 2014, 2004 and 1993 CA Distinguished School Award
- 2005 and 1994 National Blue Ribbon Status
- 2019, 2013, 2012, 2011, 2010, and 2006 - Honor Roll Award from California Business for Education Excellent

Vision & Mission Statement- On December 14, 2016 the HBCSD Board of Directors updated the District's vision and mission to guide educational decisions and assist with moving our organization forward through a common lens. Our vision: All students are empowered to learn and thrive. Our mission: In partnership with our community, prepare students to thrive by providing a relevant education, a safe and healthy environment, and an inclusive culture.

We Are Committed To An Environment That Supports Learning And Includes These Core Values:

- Community Engagement
- Culture of Excellence
- Global Citizenship
- Respect and Inclusion
- Responsible Stewardship
- Rigor and Relevance
- Safety and Well Being

### Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 140                |
| Grade 1          | 138                |
| Grade 2          | 138                |
| Grade 3          | 147                |
| Total Enrollment | 563                |

### Student Enrollment by Group (School Year 2018-19)

| Student Group                   | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American       | 0.9                         |
| Asian                           | 4.4                         |
| Hispanic or Latino              | 13.9                        |
| White                           | 68.7                        |
| Two or More Races               | 12.1                        |
| Socioeconomically Disadvantaged | 3.6                         |
| English Learners                | 2.1                         |
| Students with Disabilities      | 9.1                         |
| Homeless                        |                             |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

| Teachers   | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 29.0           | 29.0           | 28             | 62               |
| Without Full Credential  | 0              | 0              | 0              | 0                |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 0                |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** October 2019

Hermosa Beach City School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Hermosa Beach City School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core. Under California law, the State Board of Education reviews K-8 textbooks and other instructional materials and then adopts those meeting specific quality standards. In the Hermosa Beach City School District, textbooks considered for adoption are carefully reviewed by a committee of teachers and administrators. The most promising programs are piloted using established criteria and guidelines. The recommended books are then approved by the Hermosa Beach City School District Board of Education. To receive State instructional funds, the Hermosa Beach City School District ensures that it has fully complied with the requirements of Education Code Section 60119. The District has also conducted an annual public hearing ensuring the sufficiency of instructional materials. Each school maintains a library/media center which is supported by District.

| Subject                    | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------------------|---|----------------------------|--|
| Reading/Language Arts      | 2017-Heinemann Units of Study   | Yes                        | 0%   |
| Mathematics                | 2016- Eureka Math- Great Minds  | Yes                        | 0%   |
| Science                    | 2018- Amplify Science   | Yes                        | 0%   |
| History-Social Science     | 2006- Grades K-1 Pearson Scott Foresman, Scott Foresman History Social Science for CA and Grades 2-3 Harcourt School Publishers, Reflections: CA Series | Yes                        | 0%   |
| Visual and Performing Arts | 2017-Game Plan- West Music  | Yes                        | 0%   |

## School Facility Conditions and Planned Improvements (Most Recent Year)

Hermosa View has 25 classrooms (10 permanent classrooms & 15 portable classrooms) and one multi-purpose building which is being utilized as a library and SPARKS lab. The school maintains a small OT clinic, counseling office, school psychologist office, and an office for speech and language therapy. The school also has an administration building which houses a staff lounge, workroom, school office and health office. A large field and blacktop area are attached to the school. The school facilities are maintained regularly by our maintenance and operations staff. Our school garden is maintained by garden volunteers through BCHD.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** October 2019

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | Good   | Room 21 A/C Leaking                       |
| <b>Interior:</b> Interior Surfaces                                      | Good   |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | Good   |   |
| <b>Electrical:</b> Electrical   | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good   |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                             | Good   |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Fair   |   |
| <b>Overall Rating</b>   | Good   |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject   | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 86                | 76                | 79                  | 79                  | 50               | 50               |
| Mathematics<br>(grades 3-8 and 11)                    | 85                | 83                | 76                  | 75                  | 38               | 39               |

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                       | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                        | 144                 | 144              | 100.00            | 0.00                     | 76.39                         |
| Male                                | 74                  | 74               | 100.00            | 0.00                     | 67.57                         |
| Female                              | 70                  | 70               | 100.00            | 0.00                     | 85.71                         |
| Black or African American           | --                  | --               | --                | --                       | --                            |
| American Indian or Alaska Native    |                     |                  |                   |                          |                               |
| Asian                               | --                  | --               | --                | --                       | --                            |
| Filipino                            |                     |                  |                   |                          |                               |
| Hispanic or Latino                  | 12                  | 12               | 100.00            | 0.00                     | 75.00                         |
| Native Hawaiian or Pacific Islander |                     |                  |                   |                          |                               |
| White                               | 109                 | 109              | 100.00            | 0.00                     | 75.23                         |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | 14               | 14            | 100.00         | 0.00               | 78.57                   |
| Socioeconomically Disadvantaged               | --               | --            | --             | --                 | --                      |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | 14               | 14            | 100.00         | 0.00               | 35.71                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  |                  |               |                |                    |                         |
| Homeless                                      |                  |               |                |                    |                         |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 144              | 143           | 99.31          | 0.69               | 83.22                   |
| Male  | 74               | 74            | 100.00         | 0.00               | 85.14                   |
| Female  | 70               | 69            | 98.57          | 1.43               | 81.16                   |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   | --               | --            | --             | --                 | --                      |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            | 12               | 12            | 100.00         | 0.00               | 91.67                   |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| White   | 109              | 108           | 99.08          | 0.92               | 80.56                   |
| Two or More Races                             | 14               | 14            | 100.00         | 0.00               | 85.71                   |
| Socioeconomically Disadvantaged               | --               | --            | --             | --                 | --                      |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | 14               | 14            | 100.00         | 0.00               | 64.29                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth  |                  |               |                |                    |                         |
| Homeless      |                  |               |                |                    |                         |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject                               | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           |  |  |   |

Note: Percentages are not calculated and double dashes (--) appear in the table 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.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

High parental involvement and participation is a unique characteristic of the Hermosa Beach City School District. The two schools within the district: Hermosa Valley and Hermosa View are supported by the same organizations. The Hermosa Valley/View Parent Teacher Organization (HVPTO), the Hermosa Beach Education Foundation (HBEF) contribute a significant amount of fund-raising revenue providing supplementary educational materials and programs for the district. Parents also actively participate in decision making and goal setting through School Site Council (SSC) and the LCAP Advisory Committee. All parents and community members are welcome to attend any school meeting or activity.

To strengthen parent involvement, various opportunities are provided throughout the year. These activities include parent education workshops, flag ceremonies, HVPTO Halloween Carnival, Dolphin Dash and Books Before Bedtime. Parents are also always welcome to volunteer in the classroom. For more information about organized opportunities for parent involvement at Hermosa View, please contact the school office.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

| Rate               | School<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 0.9               | 0.0               | 0.0               | 1.9                 | 0.6                 | 1.3                 | 3.6              | 3.5              | 3.5              |
| <b>Expulsions</b>  | 0.0               | 0.0               | 0.0               | 0.0                 | 0.0                 | 0.0                 | 0.1              | 0.1              | 0.1              |

### School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of the school. Hermosa View 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 View'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. Input is also reviewed by the Hermosa View's School Safety Committee which is comprised of staff, parents and community members.

The school safety plan for (2018-2019) school year was approved on February 12, 2019. The school safety plan for the (2019-2020) school year will be reviewed and approved by the School Site Council on Feb 11, 2020.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

| Grade Level | 2016-17<br>Average<br>Class<br>Size | 2016-17<br># of<br>Classes*<br>Size<br>1-20 | 2016-17<br># of<br>Classes*<br>Size<br>21-32 | 2016-17<br># of<br>Classes*<br>Size<br>33+ | 2017-18<br>Average<br>Class<br>Size | 2017-18<br># of<br>Classes*<br>Size<br>1-20 | 2017-18<br># of<br>Classes*<br>Size<br>21-32 | 2017-18<br># of<br>Classes*<br>Size<br>33+ | 2018-19<br>Average<br>Class<br>Size | 2018-19<br># of<br>Classes*<br>Size<br>1-20 | 2018-19<br># of<br>Classes*<br>Size<br>21-32 | 2018-19<br># of<br>Classes*<br>Size<br>33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K           | 21                                  | 2   | 4  |  | 24                                  |   | 34   |  | 23                                  |   | 30   |  |
| 1           | 23                                  |   | 6  |  | 22                                  |   | 25   |  | 23                                  |   | 30   |  |
| 2           | 24                                  |   | 6  |  | 24                                  |   | 29   |  | 23                                  |   | 30   |  |
| 3           | 25                                  |   | 6  |  | 25                                  |   | 29   | 1  | 25                                  |   | 30   |  |
| Other**     |                                     |   |  |  | 22                                  |   | 5  |  |                                     |   |  |  |

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | .0    |

\*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.

### Student Support Services Staff (School Year 2018-19)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  | 1.0                                  |
| Social Worker   |                                      |
| Speech/Language/Hearing Specialist                            |                                      |
| Resource Specialist (non-teaching)                            |                                      |

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level   | Total<br>Expenditures<br>Per Pupil | Expenditures<br>Per Pupil<br>(Restricted) | Expenditures<br>Per Pupil<br>(Unrestricted) | Average<br>Teacher<br>Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site                                   | \$9644                             | \$2110                                    | \$7534                                      | \$82,830                     |
| District                                      | N/A                                | N/A                                       | \$7534                                      |                              |
| Percent Difference - School Site and District | N/A                                | N/A                                       | 0.0   | 6.2                          |
| State   | N/A                                | N/A                                       | \$7,506.64                                  |                              |
| Percent Difference - School Site and State    | N/A                                | N/A                                       | 23.5  | 6.2                          |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

**Local Control Funding Formula:** The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in existence for roughly 40 years. For school districts and charter schools, the LCFF establishes base, supplemental, and concentration grants in place of the myriad of previously existing K–12 funding streams, including revenue limits, general purpose block grants, and most of the 50-plus state categorical programs that existed at the time. Provides a uniform base grant for each school district and charter school per unit of average daily attendance (ADA), based on the grade span of the pupils, i.e. kindergarten through grade 3 (K–3), grades 4–6, grades 7–8 and grades 9–12.

**Title II, Part A, Teacher and Principal Training and Recruiting** is a federal categorical program contained in the Consolidated Application. The purpose of Title II is to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.

**IDEA: State Special Education Funding.** The California Department of Education (CDE) receives funding under three provisions of the federal Individuals with Disabilities Education Act (IDEA). California's Legislature and Governor provide the guidelines for these funds through the annual Budget Act.

**One Time Discretionary Funds:** Utilized to provide, professional development and instructional supplies. Funds may be used for any one-time purpose determined by a local educational agency's (LEA's) governing board. The intent of the legislature is that LEAs will prioritize funding to support implementation of Common Core State Standards (CCSS), English Language Development (ELD) Standards and Next Generation Science Standards (NGSS).

**Educator Effective Program** funds may be used to support the professional development of certificated teachers, administrators, and paraprofessional educators. Funds can be expended for any of the following purposes: Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing. To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

**Hermosa Beach Education Foundation:** Non-profit organization that provides money annually to pay for a variety of critical programs that would not be possible through public funding.

**Hermosa View/Valley PTO:** Support through volunteer and fundraising efforts to secure for all children the highest advantages academically, physically, and socially at school.

**State Lottery Revenue:** A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                 | District Amount | State Average For Districts In Same Category |
|--------------------------|-----------------|--|
| Beginning Teacher Salary | \$              | \$49,378                                     |
| Mid-Range Teacher Salary | \$              | \$77,190                                     |
| Highest Teacher Salary   | \$              | \$96,607                                     |

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (Elementary)         | \$              | \$122,074                                    |
| Average Principal Salary (Middle)             | \$              | \$126,560                                    |
| Average Principal Salary (High)               | \$              | \$126,920                                    |
| Superintendent Salary                         | \$              | \$189,346                                    |
| Percent of Budget for Teacher Salaries        | 43%             | 36%  |
| Percent of Budget for Administrative Salaries | 6%              | 6%   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 1       | 2       | 2       |

The Hermosa Beach City School District (HBCSD) recognizes the importance of offering high quality staff development opportunities for all personnel. We strive to provide personalized professional learning for all staff that includes, individual, grade level, department, school-wide, and district-wide support. The primary areas of focus for staff development are the District's Signature Practices: Readers & Writers Workshop, Cultural Competency, Personalized Learning, Next Generation Science Standards, Social Emotional Wellness and Safety. Student data is collected via District benchmarks and various formal assessments, such as CAASPP, STAR Reading and Fountas & Pinnell Leveled Reading Assessments, to determine instructional needs for teachers. Professional development is delivered by way of release time for teachers, "early out" Wednesday Teacher Collaboration Time, District Meetings and Thrive Time, in all of the Signature Practices.

Teachers are also released to attend pre-approved workshops and conferences with the expectation of disseminating their findings by way of instructional networking. The District also provides content specific training when needed by departments or grade level teams. Site administrators provide regular, ongoing feedback by conducting classroom observations, setting individual goals for teachers, and by providing time for teachers to collaborate and review data within grade level teams, subject teams and departments.

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 as a critical component of the teacher credentialing process. Teachers in this program attend a variety of training opportunities and are coached and supported by their mentor teacher.

All certificated and classified staff are required to complete online professional development in the area of child abuse, blood-borne pathogens and sexual harassment which is completed annually.