

Hermosa Valley Elementary 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 Valley Elementary School
Street	1645 Valley Dr.
City, State, Zip	Hermosa Beach, CA 90254
Phone Number	(310) 937-5888
Principal	Amy Rockwell
Email Address	arockwell@hbcsd.org
Website	hbcsd.org/valley
County-District-School (CDS) Code	19-64600-6095434

Entity	Contact Information
District Name	Hermosa Beach City Elementary School District
Phone Number	(310) 937-5877
Superintendent	Patricia Escalante
Email Address	pescalante@hbcasd.org
Website	www.hbcasd.org

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

School Description:

The Hermosa Beach City School District (HBCSD) was established in 1904. The district is located in the southwest portion of Los Angeles County and serves the community of Hermosa Beach. The district serves approximately 1,350 students and is located on two sites. Hermosa Valley is located in the heart of the city along Valley Drive near Pier Avenue. Hermosa Valley School provides a comprehensive 4th-8th grade program that is focused on a vision of empowering our students to achieve and thrive through the lens of making connections. Students are exposed to a variety of enrichment opportunities through Music, STEAM, Mindfulness, Garden/Nutrition, Physical Education, and a technology rich approach. Teachers and students build relationships around purposeful curriculum and lessons using the reading and writing workshop model, cognitive guided approach to math instruction, understanding phenomena with hands on science, and interactive social studies instruction.

Making connections is fundamental at Hermosa Valley School so our students can thrive. Music instruction creates human connection while stimulating brain development, teaching discipline and reliving stress. STEAM connects students to design thinking, real world problem solving, collaborative team work, and production for authentic audiences. Mindfulness increases focus, attention, self-control, classroom participation, compassion, and empathy. Students who are mindful are able to increase academic performance, resolve conflict, and improve overall well-being. The school garden provides a platform for students to become environmental stewards and responsible caretakers for our community within and outside of the school on a large and small scale. The garden introduces students to tenets of a healthy lifestyle and provides a real world, soil-rich, on-site laboratory for exploration. Exercise and activity reduces health risks, improves cardiovascular health, maintains strong and healthy bodies and minds, and reduces anxiety among students. Valley students are encouraged to walk, bike, or scooter/skateboard to school and received instruction from dedicated physical education teachers. Recess and lunch provide time for students to interact, play, engage, and be active. Students have access to one-to-one chromebooks in their classrooms where they can research, record, document and share through Google Classrooms. The enrichment opportunities coupled with instruction provides a balanced, unique, and connected approach for our students.

As part of a small school district, we enjoy a high level of communication and collaboration throughout the district, school administration, students, teachers, parents, and local stakeholders. Our community dedicates time and resources to help support the vision of the school and to demonstrate to their children the importance of education and service. Hermosa Valley provides a well designed, challenging environment for all students where they thrive.

Hermosa Valley has been awarded the following accolades:

- 2019: California Distinguished School
- 2019: Exemplary Physical Activity and Nutrition Education School
- 2019: Sandy Hook Promise National 1st Place Award
- 2018: 1st Place, Sandyhook Promise: Start With Hello Community Reach and Sustainability Award
- 2018: Middle School Science Teacher (8th grade), Northrop Fellow Award Winner
- 2018: California Distinguished School
- 2018: Exemplary Physical Activity and Nutrition Education School
- 2017: Elementary STEAM Teacher, Northrop Fellow Award Winner

- 2017: ASCA: SBAA Administrator of the Year, Principal Middle Grades
- 2015: ITEEA Program Excellence Award
- 2014: ITEA Outstanding Middle School Technology Program of the Year
- 2014: California Distinguished School
- 2005: National Blue Ribbon Status
- 2004: California Distinguished School Award

Vision & Mission Statement- On December 14, 2016, the HBCSD Board of Directors updated the vision and mission to guide educational decisions and assist with moving the 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
Grade 4	147
Grade 5	144
Grade 6	167
Grade 7	171
Grade 8	152
Total Enrollment	781

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	5.2
Filipino	0.1
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	1
White	73.1
Two or More Races	8.2
Socioeconomically Disadvantaged	4.9
English Learners	1.4
Students with Disabilities	10.4
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	35	34	34	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 Unit of Study 2017- Study Sync, McGraw-Hill	Yes	0%
Mathematics	2016, K-5, Eureka Math, Great Minds 2016, 6-8, Big Ideas Math, Course 1,2,and 3, Advanced Course 1, 2, and Algebra	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Grades K-8 Amplify	Yes	0%
History-Social Science	2007, 4-5, Reflections, Harcourt 2006, 6-8, California World History, Holt Rinehart Winston	Yes	0%
Foreign Language	2004- Grade 8, ¡En Español!, McDougal Littell	Yes	0%
Health	2018- Positive Prevention Plus	Yes	0%
Visual and Performing Arts	2017-Game Plan- West Music	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Hermosa Valley school houses 28 classrooms, 3 science labs, 2 Career and Technology Labs, one multi-purpose space, one designated art room, and a library/media center. The school maintains a small occupational therapy space, academic counseling office, and an office for speech and language therapy. There is an elementary collaboration space in the middle of an elementary building. The school has an administration building which houses a staff lounge, workroom, school office and health office. A large field, gymnasium, and two blacktop areas are attached to the school. The school facilities are maintained regularly by both an operations and gardening crew.

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: Oct 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Site is working with pest control company.
Electrical: Electrical	Good	Rm 10 A/C unit replaced 10/8/2019
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Rubber tiles aging.
Overall Rating	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	78	80	79	79	50	50
Mathematics (grades 3-8 and 11)	74	73	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 Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	784	768	97.96	2.04	79.82
Male	417	407	97.60	2.40	77.40
Female	367	361	98.37	1.63	82.55
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	46	46	100.00	0.00	84.78
Filipino	--	--	--	--	--
Hispanic or Latino	88	86	97.73	2.27	65.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	566	552	97.53	2.47	80.07
Two or More Races	67	67	100.00	0.00	92.54
Socioeconomically Disadvantaged	44	44	100.00	0.00	63.64
English Learners	23	19	82.61	17.39	57.89
Students with Disabilities	86	83	96.51	3.49	43.37
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	784	770	98.21	1.79	73.08
Male	417	407	97.60	2.40	75.18
Female	367	363	98.91	1.09	70.72
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	86.96
Filipino	--	--	--	--	--
Hispanic or Latino	88	86	97.73	2.27	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	566	554	97.88	2.12	72.74

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	67	67	100.00	0.00	82.09
Socioeconomically Disadvantaged	44	44	100.00	0.00	54.55
English Learners	23	21	91.30	8.70	47.62
Students with Disabilities	86	84	97.67	2.33	36.90
Students Receiving Migrant Education Services					
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	17.4	35.4	31.2
7	17.6	31.8	43.5

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. Both the Hermosa Valley/View Parent Teacher Organization (HVPTO) and 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.

Valley welcomes and encourages parent involvement throughout the year. Various activities include but are not limited to: parent education workshops, open house, back to school night, parent-teacher-student conferences, flag ceremonies, HVPTO sponsored events, speaker series events, music performances and more. For more information about parent opportunities at Hermosa Valley, 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	1.0	2.3	1.9	0.6	1.3	3.6	3.5	3.5
Expulsions	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 Valley School is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The disaster preparedness plan, developed in conjunction with local police and fire departments, includes steps for ensuring student and staff safety during a disaster, and complete disaster drills are held once a month throughout the year. Hermosa Valley's School Safety Plan has been implemented and is revised annually by the School Site Safety Committee. The School Site Council approves the school Safety Plan annually. Input is also reviewed by the School Safety Committee.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	4	14		21	5	11		22	5	12	
Mathematics	23	5	8	2	24	3	10		27	2	7	3
Science	29		12		28		11		29		11	
Social Science	29		12		28	1	11		29		10	1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	781.0

*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* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9615	\$2104	\$7511	\$82,830
District	N/A	N/A	\$9,022	\$84,903
Percent Difference - School Site and District	N/A	N/A	-18.3	-2.5
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	0.1	6.5

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
Average Principal Salary (Elementary)	\$	\$122,074

Category	District Amount	State Average For Districts In Same Category
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 levels of 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 (Start with Hello and See Something, Say Something) and Safety. Student data is collected via District benchmarks and various formal assessments to determine area of need or focus. Data is collected from CAASPP Interims and Summatives, STAR Reading, Fountas & Pinnell Leveled Reading Assessments, STAR Math, and staff surveys. Professional development is delivered by way of release time for teachers, "early out" Wednesday Teacher Collaboration Time, District Meetings and Thrive Time.

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.