

Grand View Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.



Nancy Doyle, Principal

Principal, Grand View Elementary

About Our School

Contact

Grand View Elementary
455 24th St.
Manhattan Beach, CA 90266-4348

Phone: 310-546-8022
E-mail: ndoyle@mbusd.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Manhattan Beach Unified
Phone Number	(310) 318-7345
Superintendent	Michael Matthews, Ed.D.
E-mail Address	mmatthews@mbusd.org
Web Site	http://www.mbusd.org

School Contact Information (School Year 2017-18)	
School Name	Grand View Elementary
Street	455 24th St.
City, State, Zip	Manhattan Beach, Ca, 90266-4348
Phone Number	310-546-8022
Principal	Nancy Doyle, Principal
E-mail Address	ndoyle@mbusd.org
County-District-School (CDS) Code	19753336020358

Last updated: 12/27/2017

School Description and Mission Statement (School Year 2017-18)

The mission of the Manhattan Beach Unified School District and Grand View Elementary is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. We will continually strive for excellence in all aspects of the educational process and support the whole child. We will teach our students to understand and appreciate human and cultural diversity. We will harness the resources of the entire community, including students, parents, teachers, staff, administrators, college and business leaders, and others. We will empower students to be lifelong learners, to demonstrate high achievement, and to develop the skills, values and characteristics needed to enjoy happy, compassionate and successful lives.

Grand View Elementary School, serving students in Transitional Kindergarten through fifth grade, provides a balanced educational program that meets the academic, social, and emotional needs of all students. We strive to create a stimulating, innovative, and supportive environment for personalized learning. We are currently using IPADS, laptops or chrome books in all of our kindergarten through 5th grade classrooms to support the acquisition of knowledge and creativity as well to take the SBAC tests in the spring.

Grand View maintains a commitment to the integration of the Common Core State Standards while challenging all students to achieve their personal best. The shifts in Common Core are central to all aspects of reading, writing, listening and speaking. Teachers utilize the research-based approach of balanced literacy to move students from learning to read to reading to learn. Our shift in Common Core Math State Standards has required each grade level to work diligently to supplement the curriculum with rigorous lessons and embedded problem solving and reasoning.

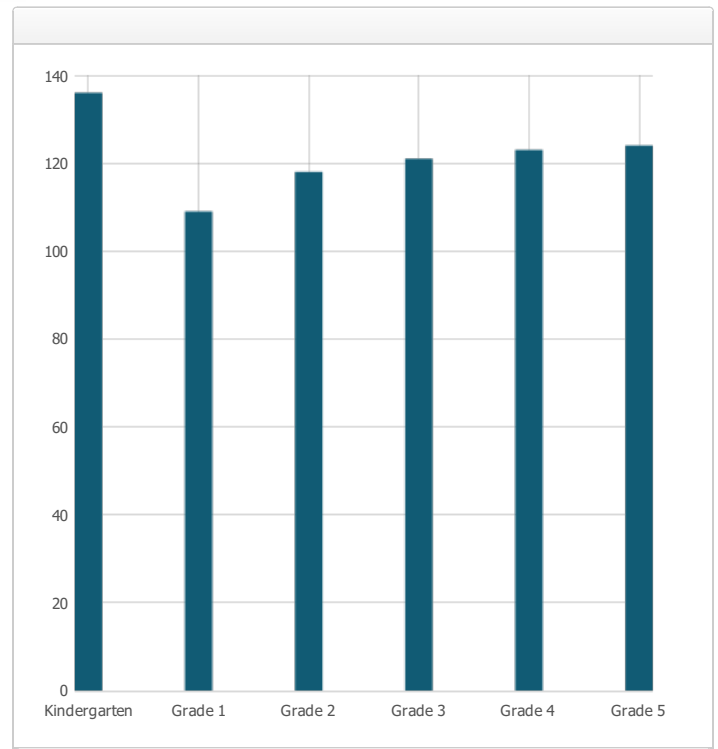
Grand View Elementary School has earned national recognition as one of the first-ever U.S. Department of Education Green Ribbon Schools. We received this honor in 2012 due to our innovative efforts to reduce our school's environmental impact, improve student health and provide effective environmental education. We recognize that incorporating environmental education into core subjects provides students with a meaningful context for adopting and maintaining a healthy lifestyle. Grand View "Gators" are committed to protecting our environment and making a difference on our planet.

Grand View Elementary School has earned the California Distinguished School Recognition Award in 1995, 2010 and 2014. In 2015 received the National Blue Ribbon Award due to our national reputation for excellence and innovation by providing an exemplary education that continually strives to meet the academic, social and emotional needs of all students.

Last updated: 1/11/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	136
Grade 1	109
Grade 2	118
Grade 3	121
Grade 4	123
Grade 5	124
Total Enrollment	731



Last updated: 1/5/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.1 %
Asian	3.3 %
Filipino	0.8 %
Hispanic or Latino	9.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	71.0 %
Two or More Races	15.0 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	1.4 %
English Learners	1.5 %
Students with Disabilities	10.4 %
Foster Youth	0.1 %

Last updated: 1/5/2018

A. Conditions of Learning

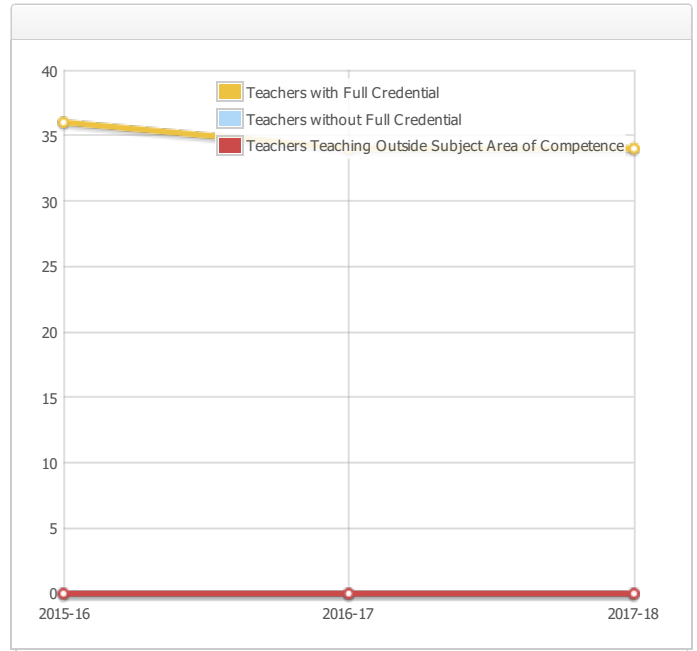
State Priority: Basic

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

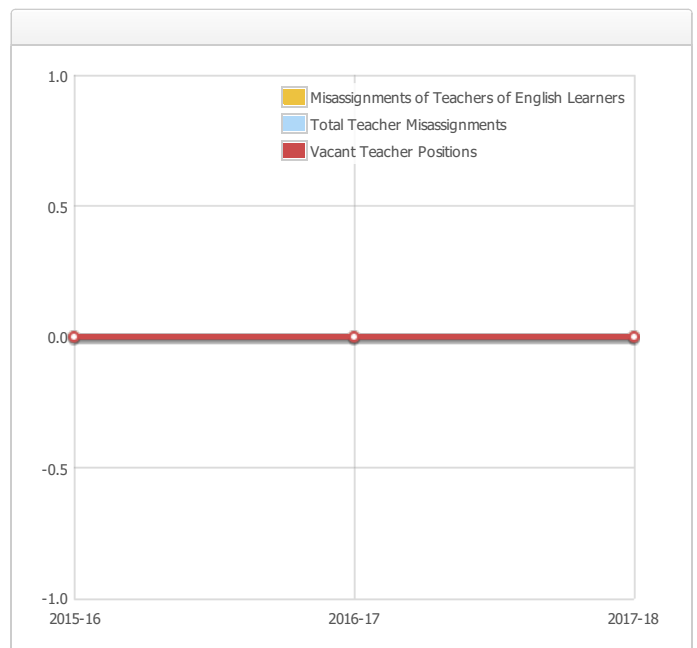
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	34	34	287
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 1/5/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Mathematics	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
History-Social Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Foreign Language	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Health	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Visual and Performing Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/29/2017

School Facility Conditions and Planned Improvements

It is critical that school facilities ensure basic safety and security for all students and staff and provide the foundation and structure necessary to maximize student learning. The Manhattan Beach community recognizes the positive correlation between excellent school facilities and student learning. Bond measures A, M, and BB were passed in 1995, 2000, and 2008, respectively. The first two measures supported the building of a new middle school and modernization of several school sites. Measure BB will provide new, state-of-the-art science and academic classrooms at Mira Costa High School and fund new career technical education and arts facilities. In addition, upgrades will occur in the areas of plumbing, restrooms, overall campus safety, energy efficiency, and student support services. On November 8, 2016, the voters of Manhattan Beach approved two bond measures, Measure C, a \$114 million measure that will be used to improve infrastructure (including classroom air conditioning), replace the Ladera building at Grand View, and make improvements to each school site, based on the Facilities Master Plan developed in 2015, and Measure EE, a \$39 million measure to replace the outdated and undersized gymnasium at Mira Costa High School. The District is currently finalizing plans for submittal to DSA for the new MCHS athletics facility and is developing conceptual plans for Measure C projects. Detailed designs will be developed over the next year, and bond-supported facilities improvements at each MBUSD school campus will follow. The District's Maintenance and Operations staff makes every effort to maintain safe, clean, and attractive facilities that support the teaching and learning process.

Grand View staff and parents are surveyed and encouraged to report maintenance needs to site administration. Staff, parents, students, and community supporters join together for Pride Days at Grand View to beautify the campus by cleaning, weeding, and planting flowers. MBX coordinates an after-school learning program for students four afternoons per week.

Working with the city parking commission, our traffic conditions have greatly improved. We continue to work with the city and our neighbors to ensure safety for our students. We were approved for an additional crossing guard due to our safety committee's diligence.

Last updated: 1/11/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Renovations planned in the next 36 months.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Renovation/Roof repair planned in next 24 months.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Good
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Last updated: 1/8/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	88%	85%	82%	84%	48%	48%
Mathematics (grades 3-8 and 11)	77%	78%	72%	74%	36%	37%

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.

Last updated: 1/5/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	373	365	97.86%	84.66%
Male	201	196	97.51%	81.12%
Female	172	169	98.26%	88.76%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	91.67%
Filipino	--	--	--	
Hispanic or Latino	33	33	100.00%	78.79%
Native Hawaiian or Pacific Islander				
White	273	267	97.80%	83.52%
Two or More Races	50	48	96.00%	93.75%
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	58	56	96.55%	75.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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.

Last updated: 1/5/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	373	365	97.86%	77.81%
Male	201	196	97.51%	80.61%
Female	172	169	98.26%	74.56%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	91.67%
Filipino	--	--	--	
Hispanic or Latino	33	33	100.00%	78.79%
Native Hawaiian or Pacific Islander				
White	273	267	97.80%	75.66%
Two or More Races	50	48	96.00%	85.42%
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	58	56	96.55%	64.29%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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.

Last updated: 1/5/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	98.0%	93.0%	89.0%	87.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/5/2018

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 area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	6.5%	22.6%	67.7%

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.

Last updated: 1/5/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Contacts:

Principal, Nancy Doyle – ndoyle@mbusd.org
 PTA President – Heather DeRoos– heather.deroos@yahoo.com
 Parent Volunteers – Jen Cram –jenscram29@gmail.com
 Grand View's PTA website: <http://www.gvpta.com/>

Parents are encouraged to participate in their child's educational program at school. Grand View has approximately 510 volunteers who average over 4,200 hours per month of service. The PTA is involved in fundraising, parent education, and major school/community events. PTA yearly activities include the Grand View Spring Fair, Family Nights, Grand View 5K Gator Run, Book and Author Fairs, Science Fair, Young-At-Art docent program, PTA-sponsored after-school program, and classroom/library/science lab volunteer support. The PTA has supported instructional materials for program enrichment, technology, field trips, cultural arts assemblies, artist-in-residence programs, guest authors, playground and audiovisual equipment, teacher education programs, the Children's Organic Garden, and facilities upgrades, including the Performing Arts Center.

State Priority: Pupil Engagement

Last updated: 12/28/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

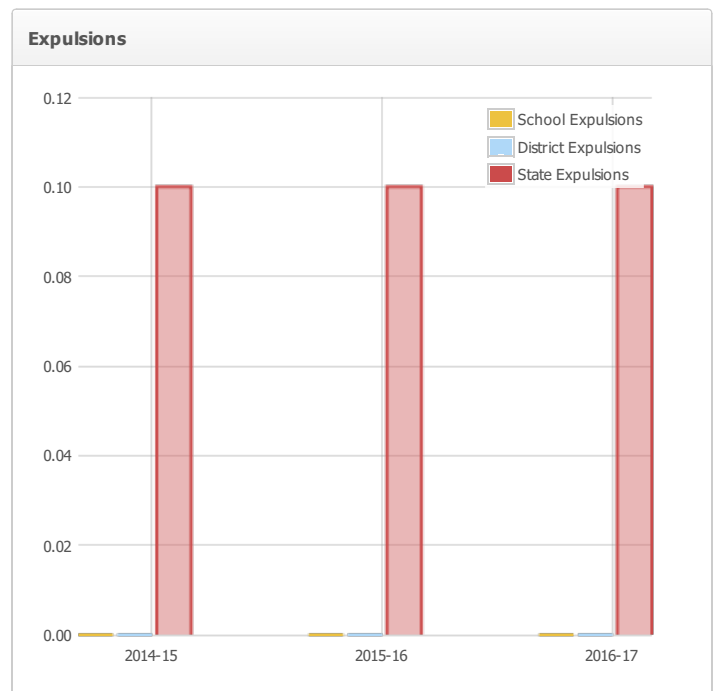
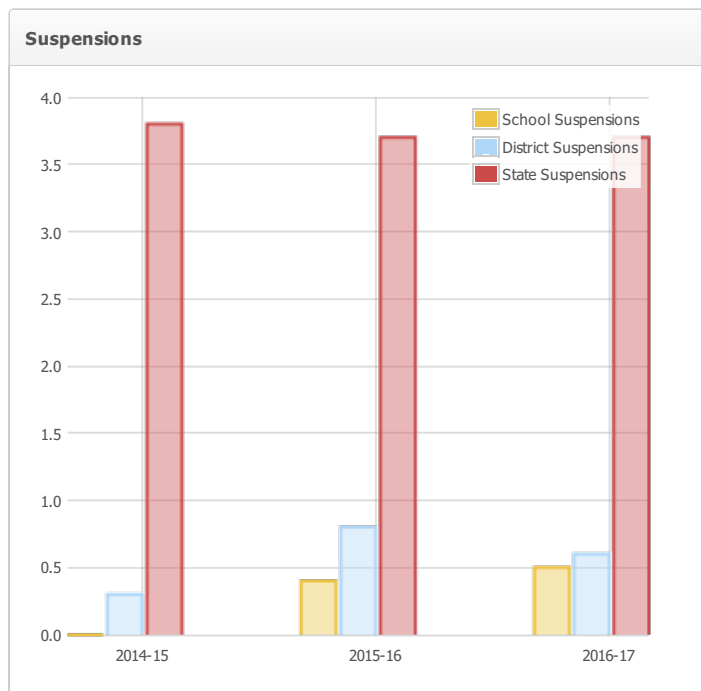
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.4%	0.5%	0.3%	0.8%	0.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/11/2018

School Safety Plan (School Year 2017-18)

Date of Last Review/Update: September 2017

Date Last Discussed with Staff: September 2017

Grand View has a comprehensive plan for dealing with fire, earthquake, lockdowns, and other disasters or emergencies. Grand View has recently adopted the Incident Command System model as a way to organize staff and resources in an emergency situation. Emergency drills are practiced monthly and safety is an ongoing topic at faculty meetings. This year Grand View participated in a county disaster drill whereby emergency supplies were updated and all procedures were executed. A school messenger system is in place that can be used to contact all parents immediately during an emergency. As a result of these efforts, Grand View is prepared for any emergency or natural disaster that might occur. In addition, the District has a comprehensive school safety plan that includes policies and procedures dealing with safety issues and the status of school crimes, the reporting of child abuse, disasters, suspensions, expulsions, and sexual harassment.

Last updated: 1/11/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Last updated: 1/5/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	6	0	0	22.0	1	5	0	23.0	1	5	0
1	24.0	0	5	0	22.0	1	4	0	22.0	1	4	0
2	24.0	0	5	0	24.0	0	5	0	23.0	0	5	0
3	24.0	0	5	0	24.0	0	5	0	24.0	0	5	0
4	28.0	0	5	0	29.0	0	4	0	31.0	0	4	0
5	29.0	0	4	0	28.0	0	5	0	31.0	0	4	0
6	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

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

Last updated: 1/5/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.5	N/A

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

*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.

Last updated: 1/5/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9950.5	\$3504.0	\$6446.5	\$78929.3
District	N/A	N/A	\$6612.6	\$82686.0
Percent Difference – School Site and District	N/A	N/A	-2.5%	-4.7%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-2.0%	5.8%

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

Last updated: 1/5/2018

Types of Services Funded (Fiscal Year 2016-17)

Beach Cities Health District (BCHD)- PE instruction, counseling, and health assistants **\$198,520.00**

Economic Impact Aid (ELL)- Curriculum and instruction for students identified as English language learners **\$239.35**

Manhattan Beach Extra (MBX)- Non-profit organization that contributes to athletics, physical education, and certain academic enrichment programs of the Manhattan Beach Unified School District **\$80,763.00**

Manhattan Beach Education Foundation (MBEF)- Non-profit organization that provides approximately \$5.7 million annually to pay for a variety of critical programs that would not be possible through public funding **\$5,647,922.00**

PTA/PTSA- Support through volunteer and fundraising efforts to secure for all children the highest advantages in academic, physical, and social education **\$688,424.00**

Project Lead The Way (PLTW)- Non-profit organization that develops STEM curricula for use by US elementary, middle, and high schools. PLTW also provides professional development training for instructors **\$40,750.00**

State Lottery Revenue- A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils **\$334,385.00**

Title I, Part A, Accountability- Federal funds used at MCHS to target assistance for students who have been identified as failing, or most at risk of failing, the state's academic content standards **\$218,364.00**

Title II, Part A, Improving Teacher Quality- Federal program that focuses on preparing, training, and recruiting high-quality teachers and administrators **\$107,307.00**

Last updated: 1/10/2018

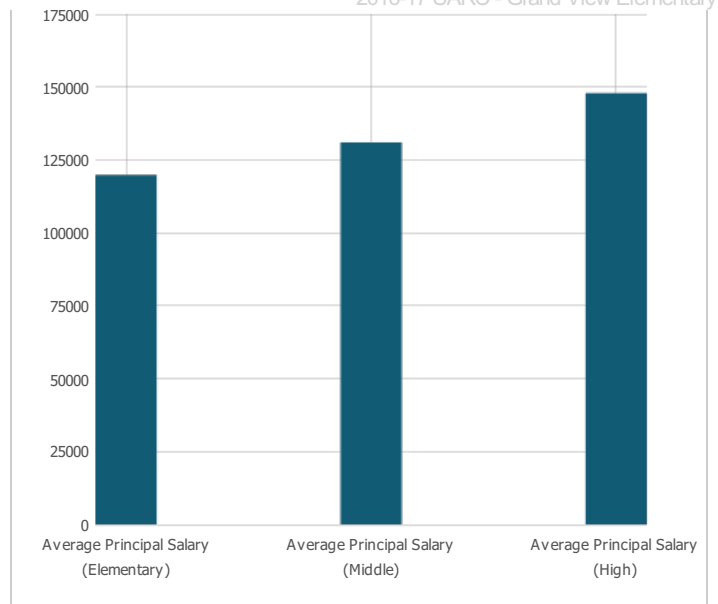
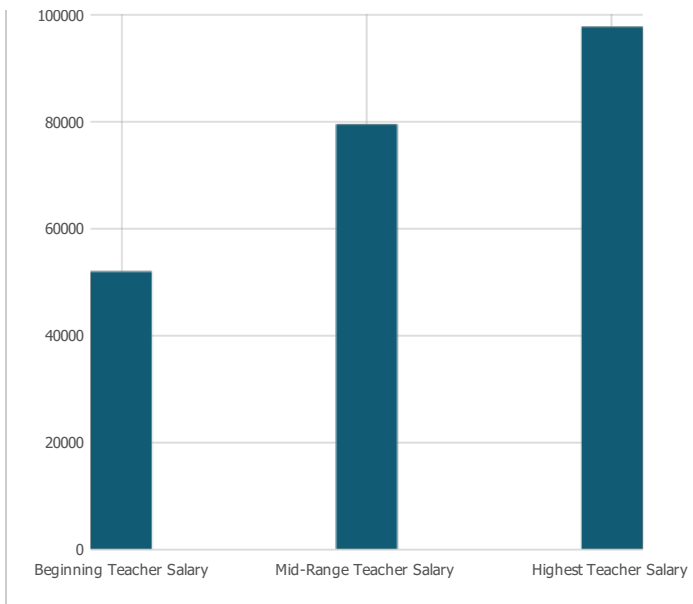
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,878	\$46,511
Mid-Range Teacher Salary	\$79,394	\$73,293
Highest Teacher Salary	\$97,643	\$92,082
Average Principal Salary (Elementary)	\$119,855	\$113,263
Average Principal Salary (Middle)	\$131,006	\$120,172
Average Principal Salary (High)	\$147,903	\$131,203
Superintendent Salary	\$224,539	\$213,732
Percent of Budget for Teacher Salaries	37.0%	36.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/5/2018

Professional Development

The Manhattan Beach Unified School District (MBUSD) 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. During the 2016-17 school year, MBUSD provided one full-day workshop for all teachers, and multi-day workshops for elementary teachers and teachers in the following secondary departments: science, world languages, math, visual and performing arts, English, and history/social studies. The focus of these workshops was on the implementation of the subject area standards including: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), the 5E Lesson Model, and the CA History-Social Science Framework.

During the school year Elementary teachers had professional development in conferring with students in both ELA and math and an introduction to the NGSS and related science resources. Secondary teachers received department specific professional development on the shifts required in their content and pedagogy. Partnerships with UCI, LMU, LACOE, TL NGSS, Momentum in Teaching, and Socratic Seminars International, to name a few, were developed to provide teachers with these differentiated professional development experiences. In addition to teacher workshops, site administrators participate in a minimum of five half-day workshops annually. Principal professional development focuses on instructional leadership strategies to support teachers.

Throughout the academic year, professional development activities (e.g. coaching, lesson study) focus on student achievement by providing staff with opportunities to learn skills and strategies that facilitate student progress. In addition, staff examines performance data and identifies gaps in student learning on a regular basis. There is an emphasis on sustained, ongoing articulation among the elementary, middle, and high schools. Additional areas of focus for staff development have included curriculum mapping, common assessments, improving instructional strategies, differentiating instruction, meeting the needs of students with learning disabilities, and several other topics. Through District and site funding to provide professional growth, teachers and other staff have opportunities to attend conferences, participate in workshops, and observe other teachers. In addition, the District and individual school sites provide staff development opportunities both during the day and outside of school hours.

To assist in determining focus areas for professional development, secondary department chairs participate in goal setting meetings with district office staff, elementary teachers participate in a variety of committees, and site leadership is also engaged in the process. The data gleaned from these venues provide information about the areas teachers have defined as being important to their professional growth.

Manhattan Beach Unified 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. MBUSD also conducts New Teacher Institutes, which are comprised of multiple days of professional development in MBUSD signature practices and opportunities for personal coaching.

Last updated: 1/11/2018