

Meadows Avenue Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/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 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.



Ms. Michelle Krzmarzick, Principal

Principal, Meadows Avenue Elementary

About Our School

Contact

Meadows Avenue Elementary
1200 Meadows Ave.
Manhattan Beach, CA 90266-4059

Phone: 310-546-8033
E-mail: mkrzmarzick@mbusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Manhattan Beach Unified
Phone Number	(310) 318-7345
Superintendent	Dr. Michael Matthews
E-mail Address	mmatthews@mbusd.org
Web Site	http://www.mbusd.org

School Contact Information (School Year 2018—19)	
School Name	Meadows Avenue Elementary
Street	1200 Meadows Ave.
City, State, Zip	Manhattan Beach, Ca, 90266-4059
Phone Number	310-546-8033
Principal	Ms. Michelle Krzmarzick, Principal
E-mail Address	mkrzmarzick@mbusd.org
Web Site	https://meadows.mbusd.org/
County-District-School (CDS) Code	19753336020390

Last updated: 1/14/2019

School Description and Mission Statement (School Year 2018—19)

In the city of Manhattan Beach, just three miles south of the Los Angeles International Airport, is a charismatic little school, a well-kept secret—Meadows Avenue Elementary. Supported by a close-knit community since its opening 67 years ago, Meadows' stakeholders communicate a strong sense of pride in each other, in their traditions, and in the sense of family they have collectively built with teachers and staff.

The mission of Meadows Elementary School is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. Supporting the educational mission is the belief that our diverse population of students of all abilities will learn when the curriculum is standards-based and student-centered. Our model practices align with the goals of the MBUSD Local Control and Accountability Plan and the State priority areas emphasizing the Common Core State Standards. Meadows fosters a positive school climate, student engagement, and teacher and parent commitment to supporting children under a shared vision of learning.

We are one of five elementary schools in the Manhattan Beach Unified School District, serving roughly 429 students in kindergarten through fifth grade. Meadows has 18 general education classrooms, two Resource Rooms with two full-time RSP/Inclusion Specialist, a Reading Room with a Reading Specialist, four classrooms for Extended Day Program students, a science lab, a library, a "STEAM Room," one classroom for students who are deaf and hard of hearing, and one enrichment room for art and music. The racial demographic is White (53.4%), Hispanic (14%), Asian (11%), Multiracial (20%), Black or African American (0.23%), and students classified as declined to state (2%). Seventeen and one-half percent of students receive special education services and 7% are identified as English language learners. The dedicated professionals that comprise our collaborative staff are committed to the achievement, personal growth, and happiness of every student.

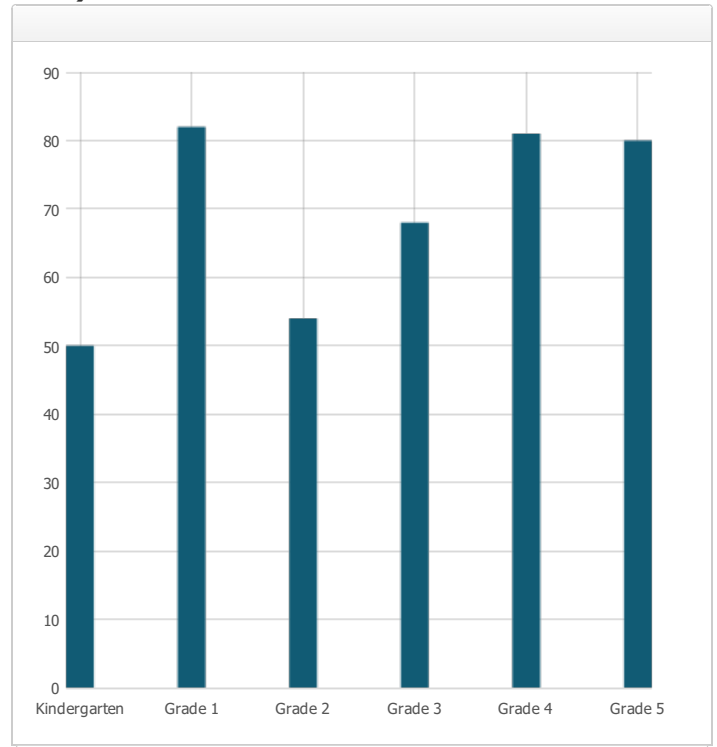
Due to steadfast parent efforts, we provide an array of educational experiences at Meadows. In kindergarten through second grade, classroom teachers utilize a cluster of iPads or laptops, while students in third, fourth, and fifth grade are provided iPads and Chromebooks as learning tools. All fourth and fifth grade students enjoys hands-on art lead by an art teacher weekly. In the science lab, students participate in hands-on experiences that nurture an appreciation for the inquiry process. Makerspace allows students to imaginatively build and tinker, and art lessons lead by parent docents produce smiling artists and imaginative pieces of work that adorn classroom walls. The library continues to increase its resources (e.g. leveled books, magazines, and media sources) to support students and teachers, and during physical education there is ample equipment for student use. Meadows feels fortunate to have the resources required to support these student experiences, and appreciates parent commitment to maintain them.

The school enjoys a 95% approval rating from parents per our most current School Site Council Parent Survey. This high level of positive regard is generated by recognition of standards-based curriculum and instruction; strong parent-staff relationships; motivated, high-performing students; and by school spirit and commonly held values. TEAM Meadows—Together Everyone Achieves More.

Last updated: 11/30/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	50
Grade 1	82
Grade 2	54
Grade 3	68
Grade 4	81
Grade 5	80
Total Enrollment	415



Last updated: 1/14/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.9 %
American Indian or Alaska Native	%
Asian	13.5 %
Filipino	1.0 %
Hispanic or Latino	12.0 %
Native Hawaiian or Pacific Islander	0.2 %
White	54.7 %
Two or More Races	16.6 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.0 %
English Learners	4.1 %
Students with Disabilities	14.2 %
Foster Youth	%

A. Conditions of Learning

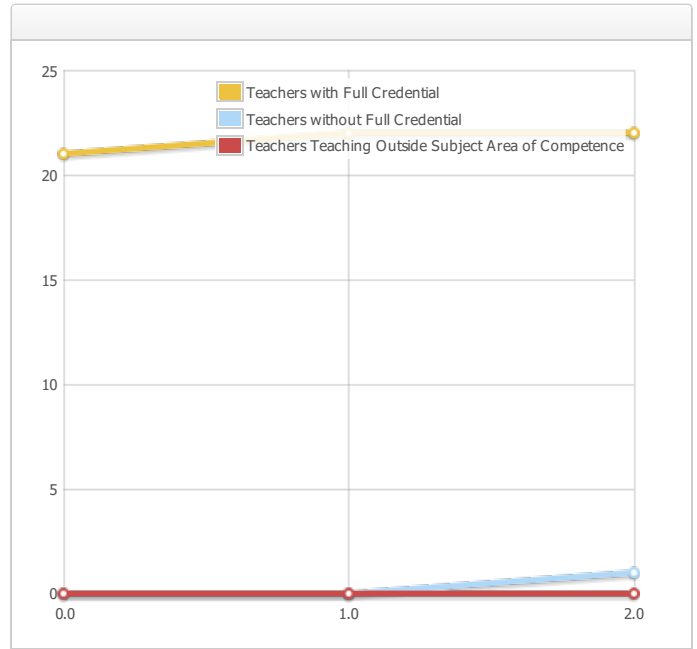
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	21	22	22	291
Without Full Credential	0	0	1	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/13/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 12/13/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

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: 1/15/2019

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. 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), 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 and Meadows 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. None of the emergency facilities needs specified in Education Code §17592.72(c)(1) exists at any of the school sites in the District.

Students, parents and staff are proud of Meadows and work hard to keep our school clean, safe and beautiful. Two full-time custodians perform basic cleaning in all classrooms, offices and restrooms and maintain all other general areas. They also ensure that any issues that arise, from gas leaks to insects to odors, are addressed immediately to the satisfaction of parents and staff. Walkthroughs by our district's Director of M&O also ensure that safety concerns are noticed and addressed. Our electronic work order system facilitates the timely redress of any concerns that need District level attention. Puddles and sand spills, for example, are swept regularly.

Meadows School is a locked campus during school hours. There are gates to all campus entrances. All visitors to Meadows must enter through the school office, providing staff the ability to see all people entering campus. As well, staff, parents, and students are alert to the presence of strangers at school. All adults must register with the front office and wear visitor badges. For first time visitors, the office records the adult's driver's license number and keeps it on file. All visitors must check in at the office using ScholarChip Visitor Management System, which utilizes information collected from visitors' drivers licenses and keeps a record of who is on our campus. Adults not wearing badges are courteously confronted by staff and directed to the school office for badges. Students must possess hall passes indicating staff permission to be out of the classroom or off the playground. A person authorized to do so must sign all students in and out at the office. Students are not released to adults from classrooms. In addition, kindergartners are released from the classrooms after school only to authorized adults. The campus is supervised by teachers and paraprofessionals during all recesses. To ensure their safety, students not participating in the Extended Day Program must leave immediately after school. As a result of monthly emergency drill practices, students and teachers are proficient at implementing the emergency procedures, which address the presence of danger on campus.

Through judicious use of school space, classrooms and offices exist for all school functions and purposes, supporting teaching and learning for all students. Meadows has 18 regular classrooms, a Learning Center, a science lab, a STEAM room (Science, Tech, Engineering, Art and Mathematics), a computer lab, a library, a classroom for students who are deaf and hard of hearing, as well as offices for our school counselor, school psychologist, special education teachers, speech and language teacher, occupational therapist, and Reading Specialist. Instrumental and choral music classes are taught in the Meadows Cafeteria, multipurpose room, and the Science Lab. Our 67-year-old school was remodeled 20 years ago, and recently repainted resulting in functional, beautiful classrooms, offices, and outside spaces. Meadows School Beautification Committee has provided California native gardens, benches, flower-filled pots, tile walls and colorful murals, which add to Meadows' charm. An upper and lower playground, as well as a kindergarten playground, provide age-appropriate and, therefore, safe recreational activity.

Last updated: 11/30/2018

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Room 22 had siding replaced due to leak.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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Last updated: 1/18/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	82.0%	82.0%	84.0%	84.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	79.0%	77.0%	74.0%	77.0%	37.0%	38.0%

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.

Last updated: 1/14/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	235	227	96.60%	82.38%
Male	117	113	96.58%	76.11%
Female	118	114	96.61%	88.60%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	35	35	100.00%	85.71%
Filipino	--	--	--	
Hispanic or Latino	28	27	96.43%	81.48%
Native Hawaiian or Pacific Islander				
White	128	121	94.53%	84.30%
Two or More Races	38	38	100.00%	76.32%
Socioeconomically Disadvantaged	16	14	87.50%	71.43%
English Learners	23	21	91.30%	66.67%
Students with Disabilities	34	30	88.24%	60.00%
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: 1/14/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	235	228	97.02%	77.19%
Male	117	113	96.58%	76.11%
Female	118	115	97.46%	78.26%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	35	35	100.00%	91.43%
Filipino	--	--	--	
Hispanic or Latino	28	27	96.43%	62.96%
Native Hawaiian or Pacific Islander				
White	128	122	95.31%	77.05%
Two or More Races	38	38	100.00%	76.32%
Socioeconomically Disadvantaged	16	14	87.50%	57.14%
English Learners	23	21	91.30%	66.67%
Students with Disabilities	34	31	91.18%	48.39%
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: 1/14/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/14/2019

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 2017—18)

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	--	23.8%	76.2%

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: 1/14/2019

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 2018—19)

Contacts (2018-2019):

Principal, Michelle Krzmarzick – mkrzmarzick@mbusd.org
PTA President- Kathleen Paralusz – paralusz@hotmail.com
School Site Council Chair, Michelle Krzmarzick- (310) 546-8033
Meadows' PTA website: <http://meadowsschool.org>

Many opportunities for meaningful participation and collaboration exist at Meadows, such as the Parent-Teacher Association, the Technology Committee, School Site Council, Growing Great, Young At Art, Student Council, Grades of Green, and the Manhattan Beach Education Foundation. These entities, as well as others, empower all participants, resulting in excellent educational and healthy emotional outcomes. Parents may contact the Meadows Office at 310: 546-8033 in order to be put in contact with the leaders of these organizations for purposes of participation. We welcome your interest and support!

State Priority: Pupil Engagement

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

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

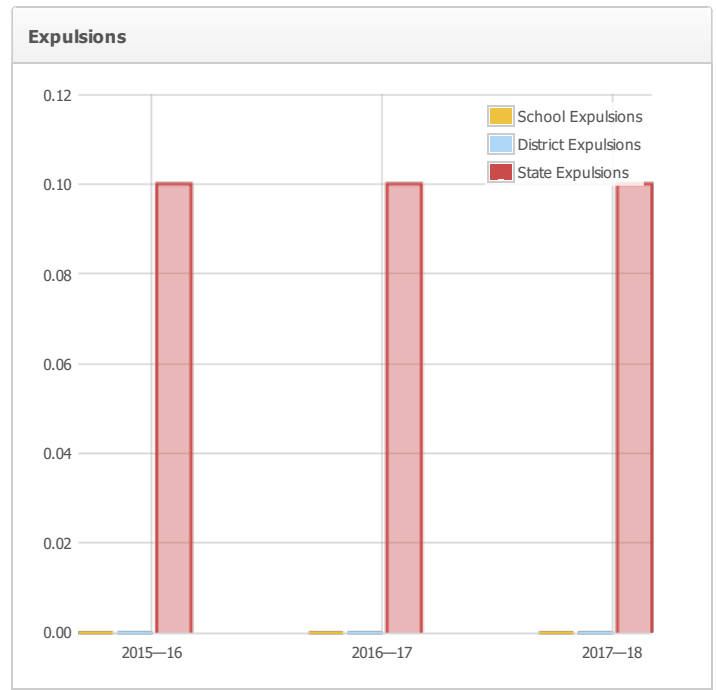
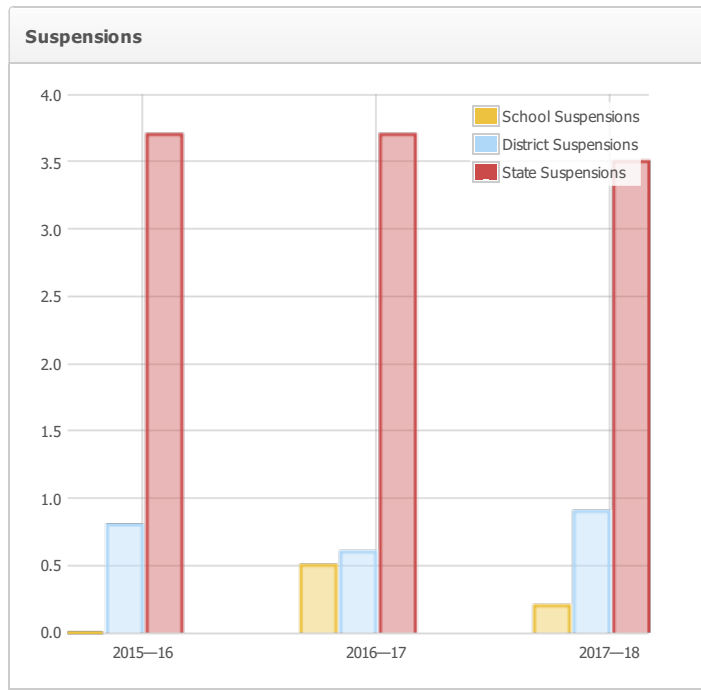
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	0.5%	0.2%	0.8%	0.6%	0.9%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/14/2019

School Safety Plan (School Year 2018—19)

Date of Last Review/Update: May 2018
 Date Last Discussed with Staff: May 14, 2018

Meadows has a comprehensive plan for dealing with fire, earthquake, lockdown and other disasters or emergencies. Developed by staff, parents, and city fire and police departments, the plan outlines evacuation and communication procedures and lists staff responsibilities for search and rescue, first aid, and student management. In addition to the formal review date above, provisions of the safety plan are reviewed at our staff meetings and updated regularly based on continuing lessons learned from drills. Students and staff participate in these monthly emergency drills. The District has a comprehensive school safety plan that includes policies and procedures dealing with the status of school crime, the reporting of child abuse, disasters, suspension and expulsion, sexual harassment issues, school wide dress codes, and safe ingress and egress of pupils, parents and school employees to and from school. The attention of our School Site Council and PTA and continued monitoring by the custodial staff, as well as by staff, parent, and student feedback, ensure the regular and continued maintenance of a safe and orderly school environment. Safety information is reviewed regularly with staff as well as frequently with parents via teacher, principal, and school communication. The School Site Council, which oversees this plan along with the PTA, periodically updates and reorganizes the contents of the earthquake bin and classroom emergency supplies, including portable classroom toilets, emergency power, tools, water and other necessities.

Last updated: 11/30/2018

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		2	
1	22.0	1	2	
2	24.0		3	
3	21.0		4	
4	27.0		3	
5	30.0		3	
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		3	
1	25.0		2	
2	22.0		3	
3	25.0		3	
4	27.0		3	
5	29.0		3	
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		2	
1	24.0		3	
2	21.0	1	2	
3	23.0		3	
4	27.0		3	
5	27.0		3	
6				
Other**				

* 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.

Last updated: 1/14/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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)	0.9	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.2	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: 11/30/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11646.9	\$4670.1	\$6976.8	\$84100.8
District	N/A	N/A	\$11121.6	\$85778.0
Percent Difference – School Site and District	N/A	N/A	-37.3%	-2.0%
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-2.1%	9.9%

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

Last updated: 1/16/2019

Types of Services Funded (Fiscal Year 2017—18)

Beach Cities Health District (BCHD) - PE instruction, counseling, and health assistants **\$192,786.00**

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 **\$81,335.00**

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 **\$5,923,282.00**

PTA/PTSA - Support through volunteer and fundraising efforts to secure for all children the highest advantages in academic, physical, and social education **\$709,078.00**

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. **\$15,329.00**

State Lottery Revenue - A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils. **\$402,885.00**

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 **\$150,010.00**

Title II, Part A - Improving Teacher Quality- Federal program that focuses on preparing, training, and recruiting high-quality teachers and administrators **\$74,440.00**

Economic Impact Aid (ELL) - Curriculum and instruction for students identified as second language learners **\$86,146.00**

Last updated: 1/14/2019

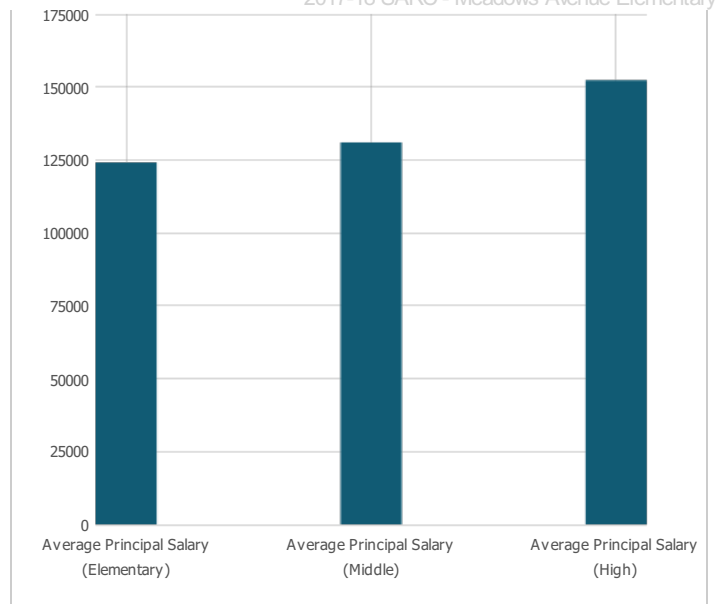
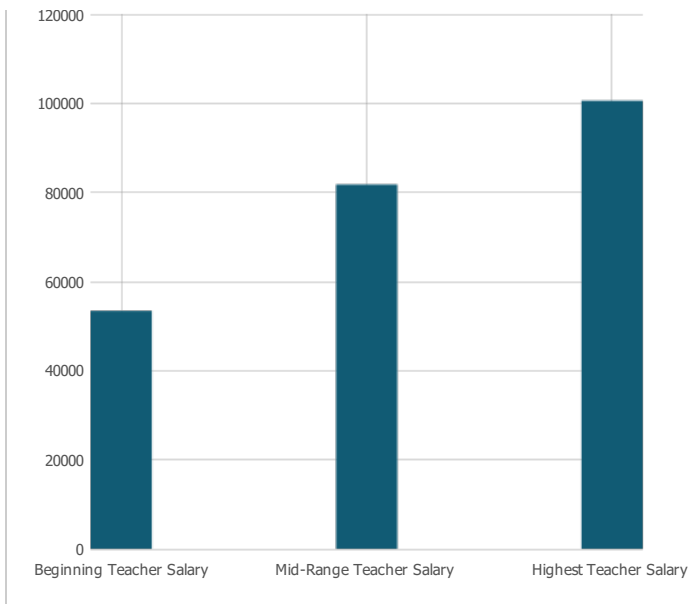
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,435	\$47,547
Mid-Range Teacher Salary	\$81,775	\$74,775
Highest Teacher Salary	\$100,572	\$93,651
Average Principal Salary (Elementary)	\$124,157	\$116,377
Average Principal Salary (Middle)	\$131,006	\$122,978
Average Principal Salary (High)	\$152,340	\$135,565
Superintendent Salary	\$235,900	\$222,853
Percent of Budget for Teacher Salaries	38.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/14/2019

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 2017-18 school year, MBUSD provided one full-day of workshops for all teachers, and half-day or afterschool 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.

During the school year Elementary teachers were provided on-going professional learning in both ELA and math and continuing education on implementation of Next Generation Science Standards and related science resources. Secondary teachers received department specific professional development on the shifts required in their content and pedagogy. In addition to teacher workshops, site administrators participated in about five professional learning opportunities focused on instructional leadership strategies to support teaching and learning.

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. Nine Teachers on Special Assignment (TOSA) provided instructional coaching to peers and administrators in the areas of technology integration, literacy, mathematics, and science. TOSAs also facilitated vertical collaboration and articulation among the elementary, middle, and high school teams. 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 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: 11/30/2018