

Pacific 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.



Rhonda Steinberg, Principal

Principal, Pacific Elementary

About Our School

Contact

Pacific Elementary
1200 Pacific Ave.
Manhattan Beach, CA 90266-4969

Phone: 310-546-8044
E-mail: rsteinberg@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	Pacific Elementary
Street	1200 Pacific Ave.
City, State, Zip	Manhattan Beach, Ca, 90266-4969
Phone Number	310-546-8044
Principal	Rhonda Steinberg, Principal
E-mail Address	rsteinberg@mbusd.org
Web Site	https://www.pacificschool.com/
County-District-School (CDS) Code	19753336020416

Last updated: 1/14/2019

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

The mission of the Manhattan Beach Unified School District 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. 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 and characteristics needed to enjoy happy and successful lives.

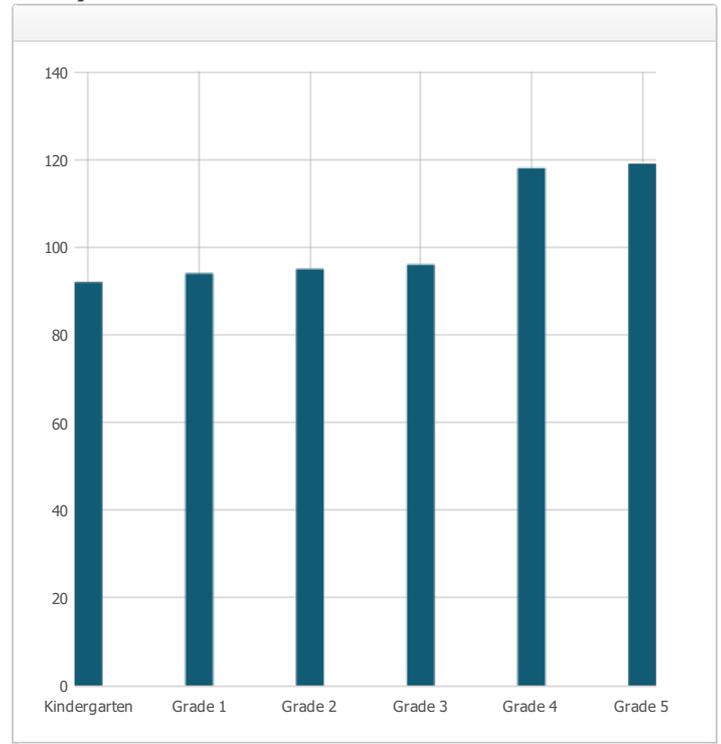
Pacific School has been recognized as a Gold Ribbon School, A California Distinguished School, and An America's Best School (Redbook magazine). Pacific Elementary School serves students in Kindergarten through fifth grade, and is an extraordinary school where excellence is an ordinary event. The classrooms and the campus are evidence of the strong child-centered program that serves the academic, social, emotional, and physical needs of every child. The Pacific staff takes great pride in its partnership with parents and the community to provide an exemplary curriculum and an innovative instructional program. Staff and parents strongly believe that through working together as a school-home team, they will provide the best education for all children. Pacific parents volunteer more than 22,000 hours a year. It is not unusual to find dozens of volunteers on campus at any one time. Parents are a visible and driving force behind Pacific School. Pacific's strengths are best reflected in the attitudes, behavior, and performance of students, teachers, and parents. Students see themselves as critical thinkers, problem solvers, and decision-makers. From the moment students step on campus until the time they leave at the end of the day, they are immersed in a positive and enriching learning environment, which sets the stage for rigorous instruction and application of the California State Common Core Standards. All students receive access to the core curriculum through exceptional teaching methodology and individualized support systems that strive to meet the learning needs of each student. Depth and complexity across all grades, teaming in the upper grades, differentiated instruction and response to intervention through Early / Late Bird Intervention in first grade, reading workshop, writing workshop, guided reading and strategy groups enhances and supports the core curriculum. Additional individual support systems provided for students include reading club, RAD reading intervention, PAWS for reading, GATE clustering, "Fun Club" social group, and special education services as appropriate to meet student needs.

Pacific offers a variety of student centered programs for participation throughout the school year. At various grade levels, students may join Student Council, Green Team, Friendship Circle, Safety Patrol, Panther Valet, Yearbook committee, Pawprints student newspaper, and various service learning projects. These programs afford Pacific students the invaluable opportunity to extend the daily curricular experience outside of the classroom. Additional opportunities embedded in the educational planning for Pacific students are regularly scheduled assemblies that are tied to content standards, the Artist in Residence program, Growing Great, Young at Art, Makerspace innovation lab, NGSS, STEM scopes and performing arts-related workshops offered to staff teams for scheduling at grade level discretion. PBIS is a school-wide, research-based, multi-tiered behavioral support system that encourages students to practice our school's decided upon values. At Pacific, students strive to act based on the values of "PRIDE", which is to be Positive, Respectful, Inclusive, Dependable, and Engaged. Most students receive much in the way of extrinsic and intrinsic positive reinforcement for exemplifying the values; those who do not receive mainly restorative interventions and progress is documented and monitored. Finally, at regular school dismissal, Pacific offers a high quality after-school enrichment program (PASE) available to all grade levels. This program is highly sought out and is considered an integral part of the educational opportunity at Pacific.

Last updated: 11/30/2018

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

Grade Level	Number of Students
Kindergarten	92
Grade 1	94
Grade 2	95
Grade 3	96
Grade 4	118
Grade 5	119
Total Enrollment	614



Last updated: 1/14/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	%
Asian	10.1 %
Filipino	1.0 %
Hispanic or Latino	9.0 %
Native Hawaiian or Pacific Islander	%
White	70.4 %
Two or More Races	9.3 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	1.6 %
English Learners	1.3 %
Students with Disabilities	15.5 %
Foster Youth	%

A. Conditions of Learning

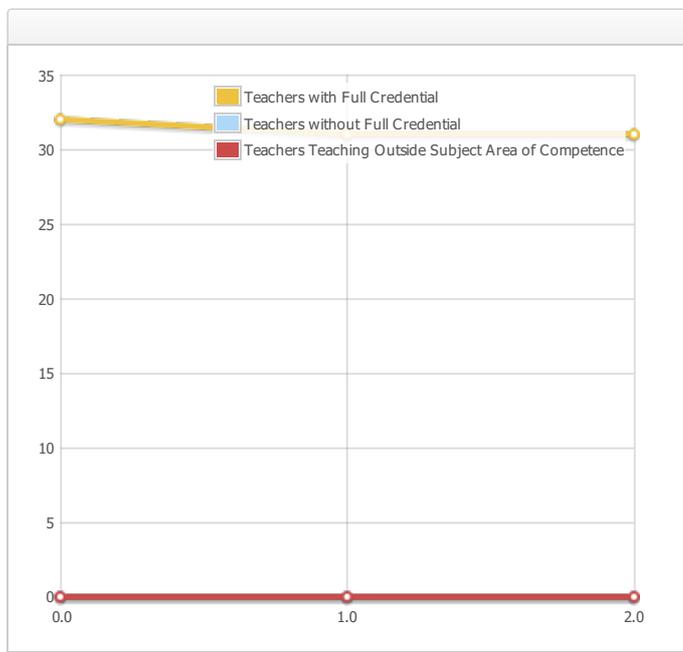
State Priority: Basic

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

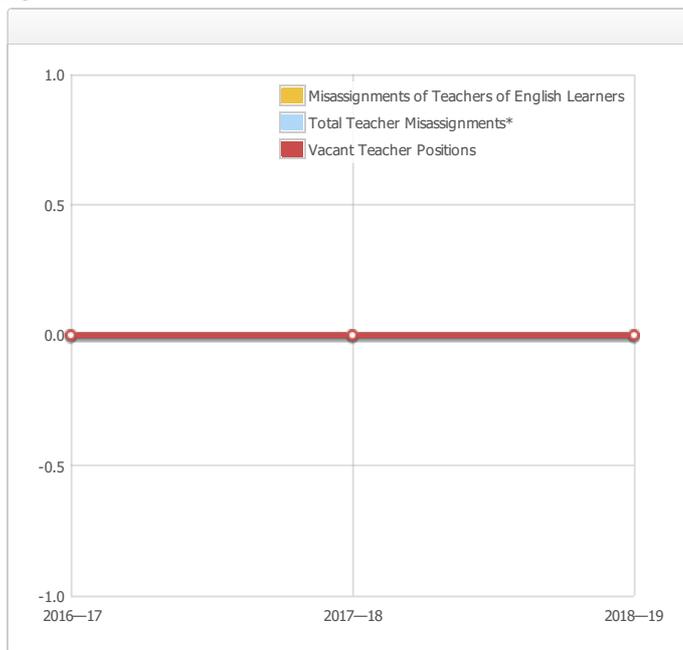
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	32	31	31	291
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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. 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. Measures C and EE were recently passed on the November, 2016 ballot. Both measures will provide additional funding for our schools. 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.

In September 2002, Pacific School re-opened in a newly modernized facility, a ten million dollar project. Supplemental funding (\$100,000) was provided by the Pacific PTA. The campus reflects an academic environment inside and out. Buildings and rooms are named and numbered according to scientific principles and leaders in world history. Students and visitors who walk through the campus during the week notice lovely gold ovals containing famous and unique quotations with memorable thoughts, such as "Nothing great was ever achieved without enthusiasm." - Ralph Waldo Emerson or "Imagination is more important than knowledge." - Albert Einstein.

Through the modernization process, interior doors connect the contiguous classrooms, enhancing teaming, collaboration, differentiation, and child safety. Pacific School has 24 regular classrooms, makerspace, a science lab, an art room, three music rooms, a Learning Center, two Special Day Classes, and offices for the school counselor, psychologist, two resource rooms, speech and language pathologist, and two Reading teachers. The entire campus is wired with wireless capabilities. Fourth grade and fifth grade have iPads in a 1:1 model for instruction. Through modernization and private donations, Pacific School has a Little Theater, a Science Lab, and a Makerspace. The beautiful gardens and lawns provide additional learning space. A main stage in the cafeteria, "second stage" in the "Little Theatre" and areas of amphitheater steps provide opportunities for oral language development and dramatic productions. The entire school is beautiful and kept in excellent repair and was completely repainted during the summer of 2011. Pacific School thanks the Manhattan Beach community for supporting the School Bond Measures that made these improvements possible.

Last updated: 11/30/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2018

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	Roofing repair scheduled for summer break, 2019.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Water ponding between classrooms, scheduled for repair summer break, 2019.

Overall Facility Rate

Year and month of the most recent FIT report: April 2018

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)	87.0%	85.0%	84.0%	84.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	82.0%	89.0%	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	317	314	99.05%	85.03%
Male	152	150	98.68%	80.67%
Female	165	164	99.39%	89.02%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	27	27	100.00%	88.89%
Filipino				
Hispanic or Latino	27	27	100.00%	74.07%
Native Hawaiian or Pacific Islander				
White	230	228	99.13%	87.28%
Two or More Races	32	31	96.88%	77.42%
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	56	53	94.64%	56.60%
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	319	314	98.43%	88.85%
Male	154	150	97.40%	90.67%
Female	165	164	99.39%	87.20%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	27	27	100.00%	96.30%
Filipino				
Hispanic or Latino	27	27	100.00%	85.19%
Native Hawaiian or Pacific Islander				
White	232	228	98.28%	89.47%
Two or More Races	32	31	96.88%	83.87%
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	58	53	91.38%	67.92%
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	13.8%	28.4%	50.0%

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.

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, Rhonda Steinberg, rsteinberg@mbusd.org
PTA Co-President, Tiffany Levy (tiffanylevy@trlevyl.com)
PTA Co-President, Kristen "Wysh" Weinstein (wyshweinstein@gmail.com)
Pacific's PTA website: <http://pacificschool.com/>

Many opportunities for meaningful participation and collaboration exist at Pacific, such as the Parent-Teacher Association (PTA), including more than 50 committees, School Site Council, Safety Committee, Social Emotional Wellness Committee (SEW), GATE Advisory Committee, and the Manhattan Beach Education Foundation. Parents are valued partners in the Pacific community. They assist in the classrooms, on field trips, in the art room, science lab, Makerspace, run club, and on the playground. Parents and staff share in the commitment of creating a community of excellence.

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

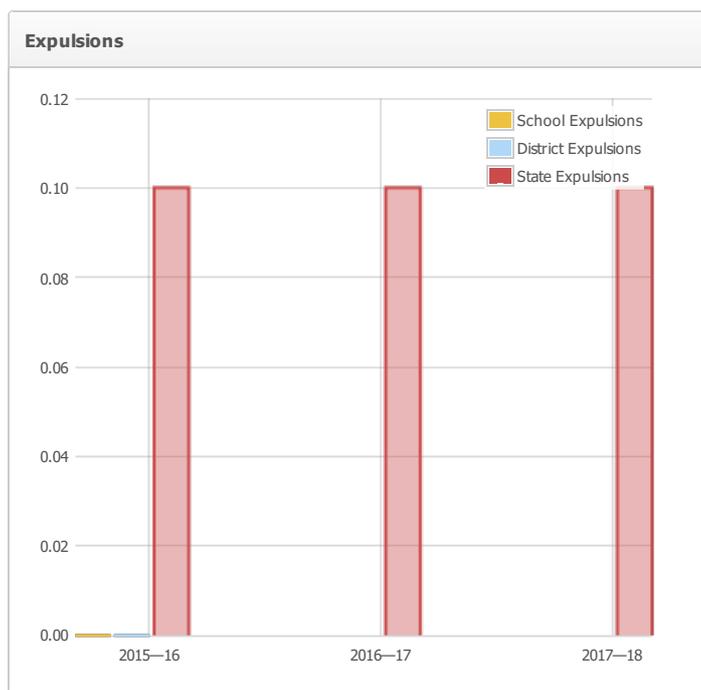
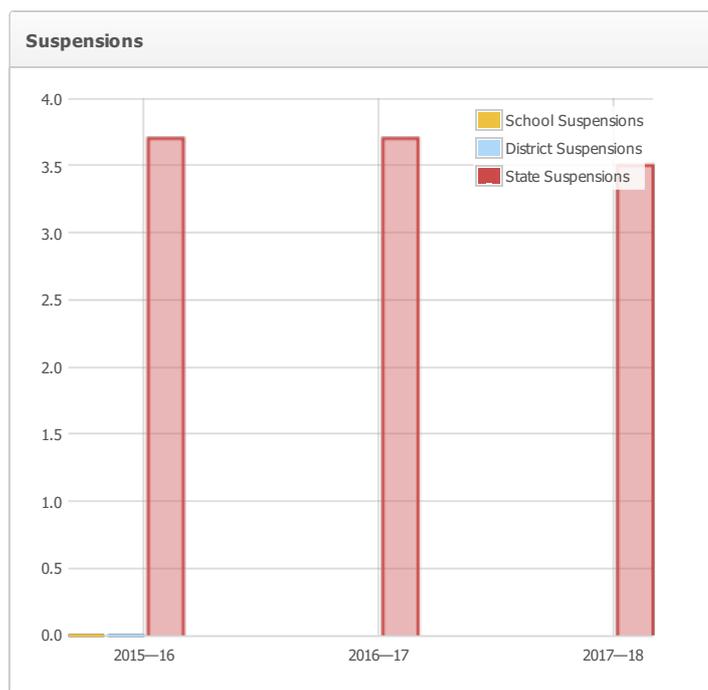
State Priority: School Climate

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	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/14/2019

School Safety Plan (School Year 2018—19)

Date of Last Review/Update: November 2018
 Date Last Discussed with Staff: November 2018

Pacific has a comprehensive plan that addresses fire, earthquake, lockdown, and shelter in place. Developed by staff, parents, and city fire and police departments, the plan outlines evacuation procedures and lists staff responsibilities for search and rescue, first aid, and student management. Students and staff participate in monthly emergency drills. Safety information is reviewed often during faculty meetings and frequently with parents via the Principal's Update. The Manhattan Beach Police Department maintains ongoing communication with school administration and staff and plays an integral role in current safety and security measures as well as presents student assemblies and offers various student supports. Both the police department and city representatives regularly attend on-site Safety Committee meetings. Continued monitoring by the Safety Committee and custodial staff ensure the regular and continued maintenance of a safe and orderly school environment. To this end, there is a system in place to ensure the constant monitoring of visitors on campus at all times. The school has a security video system, perimeter fencing that includes recent improvements for both ingress and egress. In addition, 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, safe ingress and egress of pupils, parents, and school employees to and from school, and the maintenance of a safe and orderly school environment.

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		4	
1	23.0		4	
2	19.0	2	4	
3	23.0		5	
4	30.0		4	
5	25.0	1	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		4	
1	24.0		4	
2	23.0		4	
3	23.0		5	
4	29.0		4	
5	25.0	1	4	
6				
Other**	9.0	1		

* 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	23.0		4	
1	23.0		4	
2	23.0		4	
3	23.0		4	
4	28.0		4	
5	24.0	1	4	
6				
Other**	9.0	1		

* 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)	1.0	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	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	\$11524.3	\$4708.5	\$6815.9	\$85491.3
District	N/A	N/A	\$11121.6	\$85778.0
Percent Difference – School Site and District	N/A	N/A	-38.7%	-0.3%
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-4.3%	11.7%

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

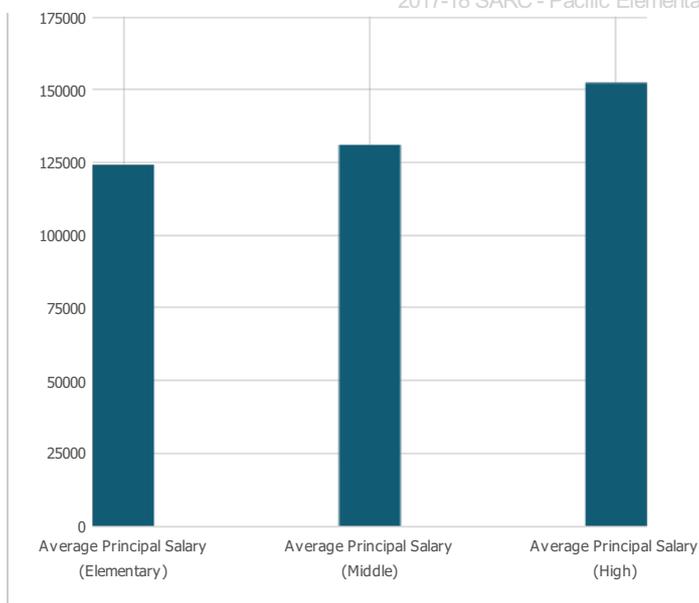
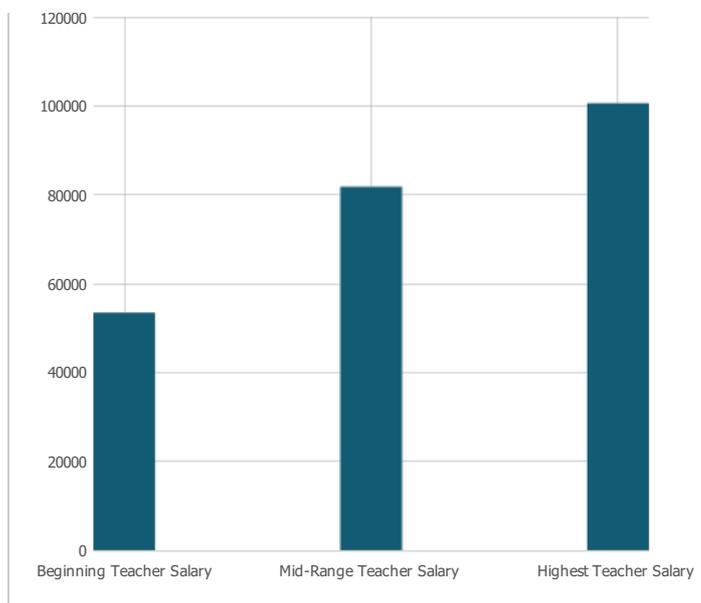
Teacher and Administrative Salaries (Fiscal Year 2016—17)

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



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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.

Pacific adds an additional two release days each year per teacher for grade level professional development based on school goals for the year. One day is used to develop a yearlong common scope and sequence in each grade level. The other day is to extend learning in a school goal area. In addition, the faculty examines performance data and identifies gaps in student learning on a regular basis.

The Pacific staff had many opportunities for professional development during the 2016- 2017 school year. Topics covered included a focus on balanced literacy and balance math strategies at all grade levels, workshops on response to intervention, evaluation of Fountas and Pinnell data, the development of common assessments and activities, and the analysis of SBAC test data at all grade levels with an emphasis on specific targeted goals in the areas of language arts, math, and science (5th grade) for the current year.

Professional development continues for the current 2017 - 2018 year with ongoing focus on reading and math instruction; utilization of technology to enhance instruction; systems of formative assessment; and the implementation of the Mind Up and NGSS curriculum.

Last updated: 11/30/2018