

Aurelia Pennekamp 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.



Dr. Karina Gerger, Principal

📍 Principal, Aurelia Pennekamp Elementary

About Our School

Contact

Aurelia Pennekamp Elementary
110 South Rowell
Manhattan Beach, CA 90266-6962

Phone: 310-798-6223
E-mail: kgerger@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	Aurelia Pennekamp Elementary
Street	110 South Rowell
City, State, Zip	Manhattan Beach, Ca, 90266-6962
Phone Number	310-798-6223
Principal	Dr. Karina Gerger, Principal
E-mail Address	kgerger@mbusd.org
Web Site	https://pennekampschool.org/
County-District-School (CDS) Code	19753336020325

Last updated: 1/14/2019

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

Pennekamp Elementary School is a caring, safe, respectful environment that prepares students to become responsible, productive members of an ever-changing world. Our mission is to offer a strong educational program that is aligned with the California State Standards and meets the needs of all learners. We strive to develop students with strong self-esteem and self-confidence, a full realization of academic potential, a life-long love of learning, appreciation of the arts and a commitment to positive change at the school level and in the local and global communities.

Pennekamp Elementary School is one of five elementary schools in the Manhattan Beach Unified School District. Manhattan Beach is a small, beachside community of approximately 36,000 residents, located approximately 3 miles south of Los Angeles International Airport. Pennekamp serves roughly 500 students in TK (Transitional Kindergarten) through 5th grade. Our campus has colorful murals, hundreds of California native plants, flower gardens, and an organic student garden. Aurelia Pennekamp first opened its doors in 1955 and at that time it was known as Curtis Street School. Even after over a half a century, traditions of academic excellence and strong levels of spirit and pride still shine brightly.

Our strengths are best reflected in the attitude and performance of students, staff, and parents. On any given day, it is not unusual to find dozens of volunteers on campus. Each year, our volunteers log in an excess of 30,000 hours of service to the school. The school community values education and sets high expectations for students and staff. Dedicated teachers demonstrate concern for the progress of each learner. Throughout the year, Pennekamp offers a variety of student-centered programs for participation. At various grade levels, students may participate in our Dragon Innovation Den, Mindful Morning assemblies or supporting PK in our "green efforts." Our fifth grade students can participate in activities such as; Student Ambassadors, Book Club, Math Olympiad, and Green Team. These programs afford Pennekamp students an opportunity to extend the curricular experience outside of the classroom.

Our Pennekamp Staff is dedicated to improving student achievement through implementation of research-based personalized learning strategies. Staff works collaboratively in Professional Learning Communities to answer these four key questions: What do we want our students to learn? How will we know that each student has learned it? How will we respond when some students do not learn it? How can we extend and enrich the learning for students who have demonstrated proficiency? Staff meet weekly to collaborate using student data in order to meet the needs of "ALL" students.

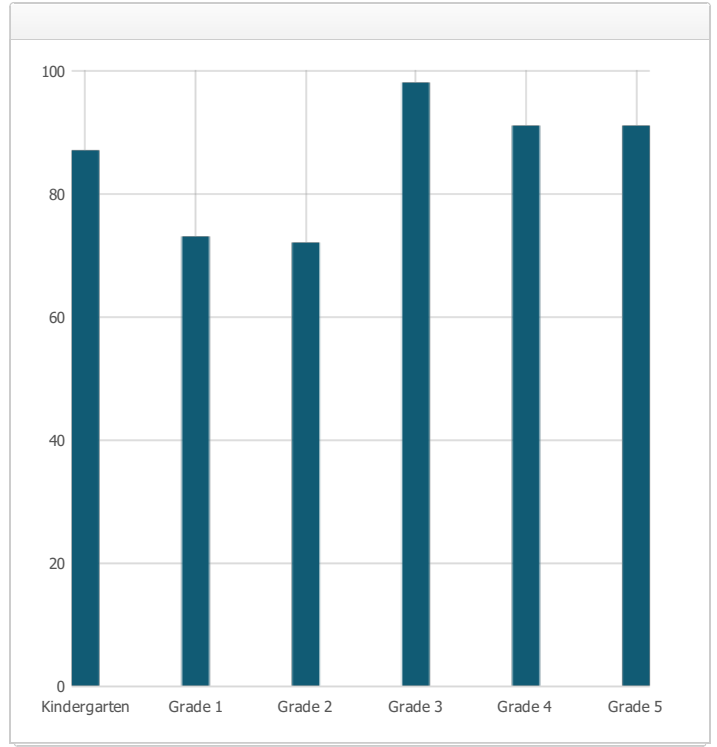
Pennekamp has also implemented Positive Behavior Interventions and Support (PBIS) to encourage positive student behaviors. Every Dragon ROARS is the Pennekamp way. Students and staff follow the behavior expectations of Respect, On Task, Accountable, Responsible and Safe. Positive affirmations of behaviors are celebrated through ROARS cards. This framework provides staff the context in which to address behaviors through conversations with students.

Teamwork is an integral component of Pennekamp's achievement and we have forged a strong "triangle of success". Parents/guardians, staff, and students work together to create a positive environment where everyone knows they are valued as a contributing member of the school community. By capitalizing on our collective talents, Pennekamp School will continue to flourish!

Last updated: 12/3/2018

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	73
Grade 2	72
Grade 3	98
Grade 4	91
Grade 5	91
Total Enrollment	512



Last updated: 1/14/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.2 %
Asian	20.1 %
Filipino	3.3 %
Hispanic or Latino	8.2 %
Native Hawaiian or Pacific Islander	0.2 %
White	48.4 %
Two or More Races	18.9 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	4.7 %
English Learners	4.7 %
Students with Disabilities	19.9 %
Foster Youth	%

A. Conditions of Learning

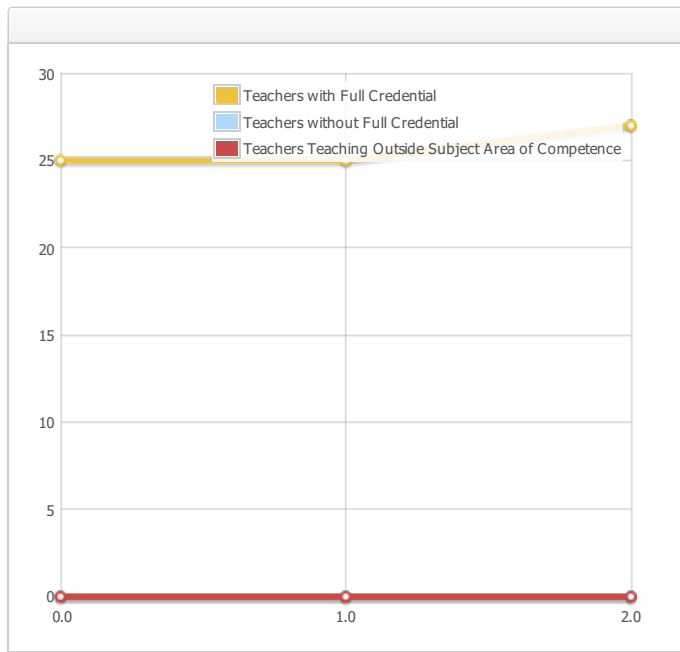
State Priority: Basic

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

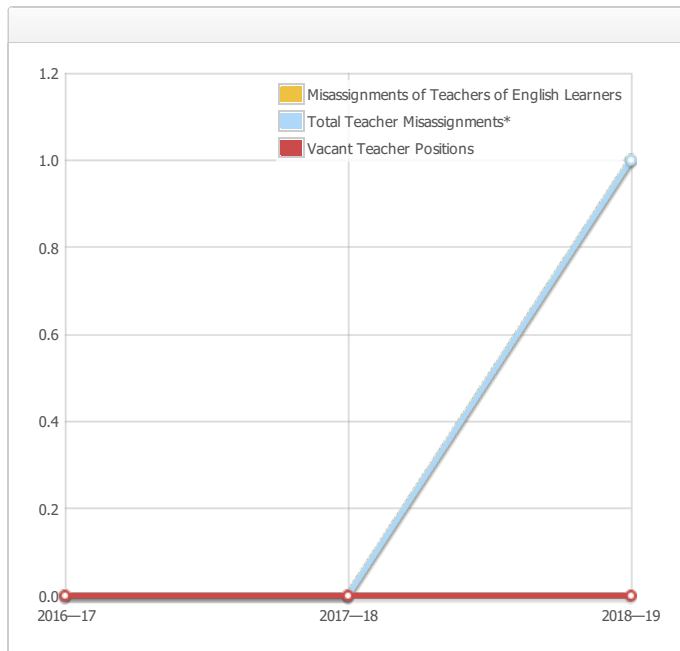
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	25	25	27	291
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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: 12/11/2018

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

Pennekamp Elementary School was remodeled eleven years ago, resulting in functional, beautiful classrooms, offices, and learning environments. Pennekamp has over twenty classrooms, library, Dragon Innovation Den, art and music rooms, cafeteria, science lab, and offices for the school counselor, psychologist, and student support specialists (e.g., speech-language pathologist, occupational therapist and reading specialist). Upper grade and lower grade playgrounds, as well as a kindergarten playground provide developmentally appropriate venues for physical and recreational activity. Pennekamp Elementary School thanks the Manhattan Beach community for supporting the School Bond Measures that made these improvements possible.

Pennekamp Elementary School is in the preliminary stages of securing its perimeters and anticipates having a closed campus by January of 2019. Staff and students are alert to the presence of unidentified visitors on the grounds. All adults must sign in at the office and wear a visitor badge. Adults not wearing badges are courteously questioned by staff and directed to the school office for visitor badges. All Pennekamp Staff wear badges throughout the day to identify themselves to students and parents.

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 anticipates construction projects beginning in January 2019.

Last updated: 12/3/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: June 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	Minor roof leaks scheduled for repair over summer break, 2019.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 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)	85.0%	86.0%	84.0%	84.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	83.0%	84.0%	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	279	279	100.00%	86.02%
Male	152	152	100.00%	84.87%
Female	127	127	100.00%	87.40%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	54	54	100.00%	90.74%
Filipino	--	--	--	
Hispanic or Latino	23	23	100.00%	78.26%
Native Hawaiian or Pacific Islander	--	--	--	
White	137	137	100.00%	84.67%
Two or More Races	60	60	100.00%	90.00%
Socioeconomically Disadvantaged	12	12	100.00%	50.00%
English Learners	28	28	100.00%	82.14%
Students with Disabilities	65	65	100.00%	69.23%
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	279	279	100.00%	84.23%
Male	152	152	100.00%	86.18%
Female	127	127	100.00%	81.89%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	54	54	100.00%	92.59%
Filipino	--	--	--	
Hispanic or Latino	23	23	100.00%	73.91%
Native Hawaiian or Pacific Islander	--	--	--	
White	137	137	100.00%	81.02%
Two or More Races	60	60	100.00%	90.00%
Socioeconomically Disadvantaged	12	12	100.00%	58.33%
English Learners	28	28	100.00%	78.57%
Students with Disabilities	65	65	100.00%	66.15%
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	30.0%	24.4%	13.3%

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, Karina Gerger, Ed.D., kgerger@mbusd.org
PTA Co-President, Pennie Stepczyk, pennie017@gmail.com
PTA Co-President, Katie Gunther, katie@kghall.com
Pennekamp Website: <http://pennekampschool.org/>

Pennekamp Elementary School is committed to maintaining strong partnerships with parents and the community. Parents collaborate with teachers to support the education of their children at home and school. They volunteer in the classrooms, science lab, Young at Art program, Growing Great program, library, playground, and within all aspects of the Pennekamp learning community. It is not unusual to find dozens of parent volunteers on campus at any given time. Parents are valued partners in the Pennekamp community.

Our active and vibrant Parent Teacher Association organizes activities and programs to enrich the educational program. PTA volunteers log over 30,000 hours per year. Parents also participate in School Site Council/Social Emotional Wellness Committee, GATE Advisory Committee, Safety Committee, and the Manhattan Beach Education Foundation.

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

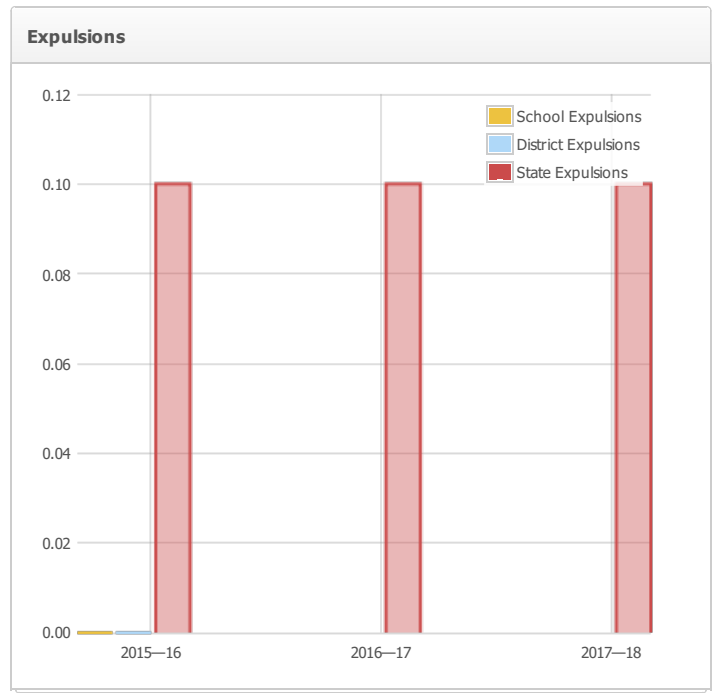
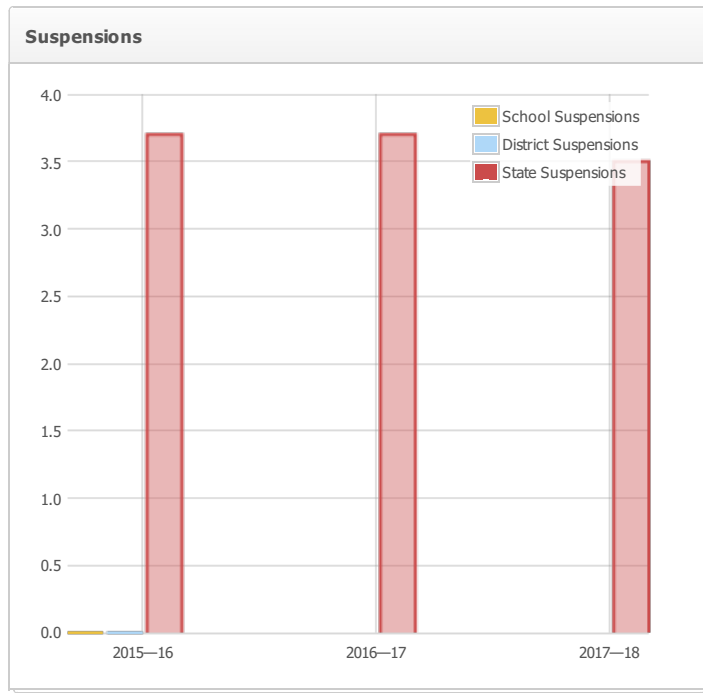
State Priority: School Climate

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: October 2016
 Date Last Discussed with Staff: November 2016

Pennekamp School has a comprehensive plan that addresses fire, earthquake, shelter in place and lockdown emergencies, as well as protocols for communication with police and fire departments. Critical input is provided by Manhattan Beach Fire and Police Departments to the plan, which outlines evacuation procedures and lists staff responsibilities for search and rescue, first aid, and student management. Students and staff participate in monthly emergency drills. Continued monitoring by the Pennekamp staff ensure the regular maintenance of a safe and orderly school environment. Safety information is reviewed during faculty meetings and shared with parents through the principal's monthly newsletter.

Additionally, MBUSD has a comprehensive plan that includes policies and procedures addressing school crime, reporting of child abuse, suspensions and expulsions, sexual harassment, and the maintenance of a safe and orderly school environment.

Last updated: 12/3/2018

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	24.0		4	
2	24.0		4	
3	23.0		4	
4	32.0		3	
5	32.0		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	23.0		3	
1	24.0		3	
2	24.0		4	
3	24.0		4	
4	30.0		3	
5	31.0		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	22.0	1	3	
1	24.0		3	
2	24.0		3	
3	25.0		4	
4	30.0		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.

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	2.0	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	\$10761.6	\$3920.5	\$6841.1	\$89082.5
District	N/A	N/A	\$11121.6	\$85778.0
Percent Difference – School Site and District	N/A	N/A	-38.5%	3.9%
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-4.0%	16.4%

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

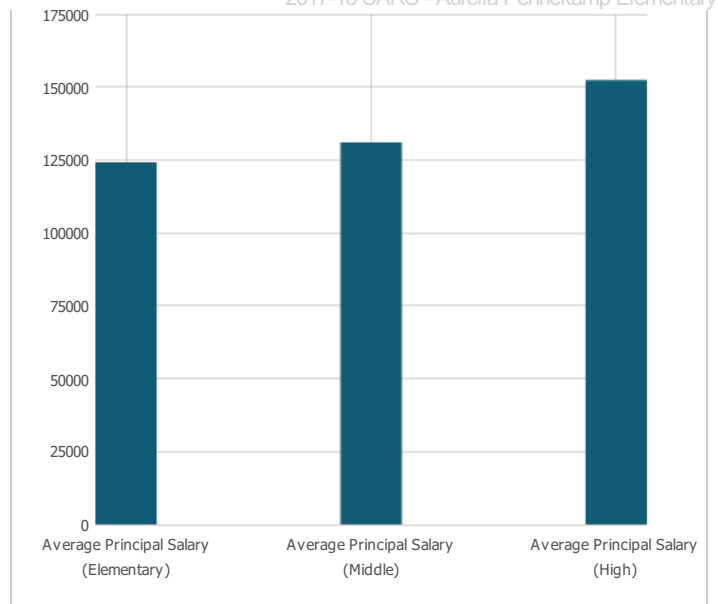
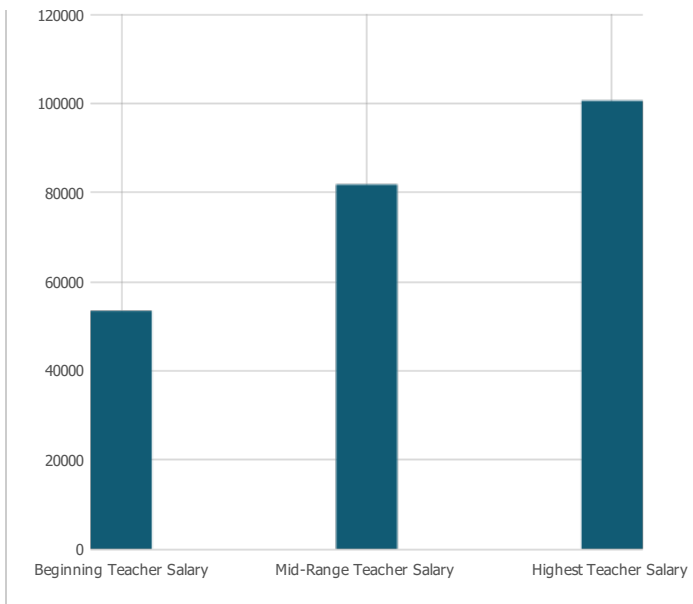
Teacher and Administrative Salaries (Fiscal Year 2016—17)

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.

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